DOCUMENT RESUME

ED 048 019 SO 000 188

AUTHOR	Farrell, Joseph P.
TITLE	A Selective Annotated Bibliography on Education and Social Development.
INSTITUTION	Syracuse Univ., N.Y. Center for Development Education.
SPONS AGENCY	Agency for International Development (Dept. of State), Washington, D.C.
PUB DATE	Apr 66
NOTE	136p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$6.58
DESCRIPTORS	*Annotated Bibliographies, Bibliographies, Community Development, Comparative Education, Developing Nations, Economic Development, *Educational Development, Educational Planning, *Educational Sociology, Evaluation Techniques, Individual Development, *Social Change, *Social Development, Sociocultural Patterns

ABSTRACT

The purpose of this bibliography is to provide references to the existing literature pertinent to: 1) the understanding of the interrelationships between education and social development; and, 2) the formulation of guidelines for educational strategies in developing areas in light of social development. Of the more than 700 entries approximately 75 per cent are annotated. In addition, citations are arranged alphabetically by author or title. To increase the utility of the document, two cross-classifications, a subject index and a geographical index, are provided. The major subject areas are: 1) social theory and social change theory; 2) formation of elites; 3) role of communication and mass media; 4) religion; 5) socialization of the child in primitive and developing societies; 6) political development; 7) urbanization; 8) social stratification and mobility; 9) population and family change; 10) national integration and community development; 11) attitudes, value, and individual behavior change; 12) economic development; 13) educational planning; 14) role of the advisor; 15) measurement of education and social development; and, 16) bibliographies. (SBE)

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A SELECTIVE ANNOTATED BIBLIOGRAPHY
on
EDUCATION AND SOCIAL DEVELOPMENT

Joseph P. Farrell

Prepared under CONTRACT AID/la-207 between the United States of America, Department of State, Agency for International Development and Syracuse University

Center for Development Education, Syracuse University

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FOREWORD

This bibliography was prepared as part of the work[1] under a contract between the Agency for International Development and the Center for Development Education, Syracuse University. It represents a substantial revision and expansion of a bibliography prepared earlier.[2] The purpose is to provide references to the existing literature pertinent 1) to the understanding of the interrelationships between education and social development; and 2) to the formulation of guidelines for educational strategies in developing areas in light of social development.

As the body of literature in this area is vast, widely scattered, and rapidly expanding, no attempt was made at exhaustive coverage, nor was it possible or necessary to annotate each entry. Of the more than 700 entries, approximately 75 per cent were annotated.

The citations are arranged alphabetically by author or title. However, to increase the utility of the bibliography two cross-classifications, a subject index and a geographical index, are provided. The classification scheme used in the subject index, and indeed the selection of items for inclusion in the bibliography, naturally reflect the view of social development which was taken throughout the work under this contract.

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1. See the draft report: Don Adams and Joseph P. Farrell (eds.), _Education and Social Development_, Center for Development Education, Syracuse University, March, 1966
2. Joseph P. Farrell, _A Bibliography on Education and Social Change in Developing Areas_, Center for Development Education, Syracuse University, October, 1964

We are indebted to Professors Paul Meadows and Donn Hart of the Maxwell Graduate School of Citizenship and Public Affairs, Syracuse University, for allowing the use of a few items from a bibliography they prepared (citation #297). The borrowed items have been marked with an asterisk. Assistance was also provided by Mr. John Holland and Mrs. Joan Farrell.

Joseph P. Farrell
Don Adams, Director,
Center for Development Education

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A SELECTIVE ANNOTATED BIBLIOGRAPHY

on

EDUCATION AND SOCIAL DEVELOPMENT

1. Abdul-Hadi, Mohammed, "The New Trends in Arab Education," *Comparative Education Review*, 1 (3), February, 1958

    The main body of the article consists of an annotated bibliography.

2. Abegglan, J. C., "Subordination and Autonomy: Attitudes of Japanese Workers," *American Journal of Sociology*, 63 (2), September, 1957, pp. 181-189

    A comparison was made of the responses of urban and rural workers, and younger and older sons, to the traditional inter-personal relationships in industry.

3. Abegglan, J. C., and Hiroshi Mannari, "Leaders of Modern Japan: Social Origins and Mobility," *Economic Development and Cultural Change*, IX (1), Part II, pp. 109-134

    A preliminary demographic study of the leaders in contemporary Japan who were born about the turn of the century, to determine the occupational and social background from which they came.

4. Aberle, D. F., et al., "The Functional Prerequisites of a Society," *Ethics*, LX (2), January, 1950, pp. 100-111

    A tentative formulation of the functional prerequisites of a society, meant as an aid in comparative social science, and as a contribution to general social theory. Part one offers a general definition of a society; part two a statement of four conditions, which, if realized, would end the existence of such a society; and part three lists nine functional prerequisites, the absence of any one prerequisite dooming the society.

5. Abernathy, David, and Trevor Coombe, "Education and Politics in Developing Countries," *Harvard Educational Review*, 35 (3), Summer, 1965, pp. 287-302

    A number of interactions between education and political behavior in developing nations are examined. The relationship between education and 1) attitudes of different population groups, and 2) unemployment, as these affect political behavior, is given detailed attention, as well as the political role of teachers. Several educational issues with political implications, such as language of instruction and type of curriculum, are briefly discussed. Particular attention is given throughout to the tendency of education to promote political instability, as well as stability.

6. Abernathy, George L., *Pakistan: A Selected, Annotated Bibliography*, New York: American Institute of Pacific Relations, 1960

7. Abrecht, Paul, *The Churches and Rapid Social Change*, Garden City, N. Y.: Doubleday and Co., Inc., 1961

   The outcome of work done for the World Council of Churches, this book discusses the need for the Church to discover new strategies and forms of actions to cope with sweeping social change in Africa, Asia, and Latin America. The author considers the role of churches in the struggle between nationalism and Western colonialism, emphasizing factors within the whole Church which create obstacles to its action.

8. Abu-Lughod, Janet, "Migrant Adjustment to City Life: The Egyptian Case," *American Journal of Sociology*, 67 (1), July, 1961

   Settlement patterns among migrants to Cairo are explored in order to identify significant differences between types of migrants and the sorts of adjustments they are required to make to new physical, economic, social and ideological conditions of urban life. Many difficulties of adjustment to urban life are found to be less than expected, due principally to the settlement patterns in Cairo, which allow formation of small conclaves of migrants from the same village who are able to maintain much of their old way of life. Such migrants never become urbanites, remaining transplanted villagers.

9. Abu-Lughod, Janet, "Urbanization in Egypt: Present State and Future Prospects," *Economic Development and Cultural Change*, 13 (3), April, 1965

10. *Access of Girls and Women to Education in Rural Areas: A Comparative Study*, UNESCO, 1964

11. Adams, Don, "Education and the Wealth of Nations," *Phi Delta Kappan*, 47 (4), December, 1965, pp. 169-174

    A succinct summary of what we do and do not know about the relationship between education and economic, social and political development, particularly as such knowledge might be useful in building educational strategies in developing areas.

12. Adams, Don (ed.), *Educational Planning*, Syracuse, N. Y.: Center for Development Education, Syracuse University, 1964

    A collection of six papers delivered at a conference on educational planning held at Syracuse University in the Summer of 1964. The subjects dealt with range from a critique of the theory and assumptions underlying manpower planning to discussions of methodology and organization to analyses of ongoing planning programs in developing countries.

13. Adams, Don, "The Monkey and the Fish: Cultural Pitfalls of an Educational Advisor," International Development Review, II (2), October, 1960, pp. 22-24

Some of the basic assumptions of the Korean people differing substantially from those of Americans are examined to illustrate the cultural pitfalls awaiting an American working in that country. Two opposing alternatives open to the technical assistance worker and specifically the educational advisor, "teaching them to do it our way," and "helping them to do what they wish to do better," are examined and rejected. The advisor is seen to function, rather, as a catalyst.

14. Adams, Don, "Pitfalls and Priorities," International Development Review, IV (4), December, 1962, pp. 8-11

A discussion which determines the educational priorities of developing nations in terms of the "givens" of each individual nation. Concerning the levels of education which should be fostered, he states that adult education, primary education, and teacher education should be accorded high priorities in areas in which illiteracy is over 85%, (a pyramid of 50% in primary school, 10% in secondary school, and 1% in higher education); once literacy has reached over 30% the pyramid changes to universal primary education, 20% and 2%; the next educational pyramid features expansion of secondary and higher education dependent on manpower needs and attitudes toward the consumption-investment aspects of education.

15. Adams, Don, "The Study of Education and Social Development," Comparative Education Review, 9 (3), October, 1965, pp. 258-269

Four approaches to the study of education and social development are suggested: 1) use of an explicit development model, such as the social system model of Talcott Parsons; 2) measurement of the influence of education on individuals' attitudes and values; 3) statistical cross-national analysis of quantifiable educational and social variables; and 4) use of scalogram analysis. The possible insights to be gained from, and the weaknesses of, each of these are discussed.

16. Adams, Donald K., and Robert Bjork, "Modernization as Affected by Governmental and International Educational Influences: Japan," Chapter 16 in Stewart Fraser (ed.), Governmental Policy and International Education, New York: John Wiley and Sons, 1965

A beginning attempt at the application of general social systems analysis to educational institutions. Institutional change in Japanese education is related to Talcott Parsons' general theory of social structure.

17. Adams, Don, and Joseph P. Farrell (eds.), Education and Social Development, Center for Development Education, Syracuse University, March, 1966, mimeo

Preliminary version of a broad-ranging work which attempts both to substantively analyze and to measure the relationships between education and social (non-economic) development. Section I describes, without building a definitive theoretical model, social development. Section II explores the interaction of education with a variety of social and individual changes which are considered vital to the development process. Included are considerations of education and 1) social mobility, 2) national integration, 3) population change, 4) urbanization, and 5) behavior change. Section III attacks the problem of measurement. A critique is first offered of some major cross-national studies using quantifiable indicators of development. Two refined measures of educational output are then described and evaluated, and the utility of scalogram analysis in the study of educational development is explored. Finally the progress made in constructing good measures of other significant social variables is summarized.

18. Adams, Inez, and J. Masuoka, "Emerging Elites and Culture Change," Social and Economic Studies, 10 (1), March, 1961, pp. 86-92

A conceptual model for the study of elites and problems emerging in multi-racial societies is set forth. The society analyzed is that of Trinidad.

19. Adams, Richard, The Latin American Community in Revolution and Development, Occasional Publications Number Three, Center of Latin American Studies, University of Kansas, 1964

Adams takes the position that "systematic community development, as a practical process, presupposes national development and requires the elimination of any community based military organizations." The convenient, and in Latin America, the used target for nationalizing efforts has been not the local community but interest and occupational groups which cut across community lines. In nation-building one must start not with local communities but with national level institutions, and develop communities by forging links from the nation to the community.

20. "Adult Education in Community Development," Education Abstracts, 11 (8), October, 1959

A bibliographical survey of writings in the area of adult education's role in community development and in fulfilling the goals of programmed economic and social development. Most of the 50 writings considered appeared in the decade of the 1950's.

21. Agarwala, Amar N., and S. P. Singh (eds.), The Economics of Underdevelopment, Oxford University Press, 1960

A series of 21 selected articles and papers which give an overview of the various aspects of the economics of underdevelopment. The six sections are titled:

1. Approaches to the Problem of Underdevelopment
2. The Historical Context
3. The Theoretical Context
4. External Economics and Balanced Growth
5. Underemployment and Factor-disequilibrium
6. Models of Development

22. "Agrarian Societies in Transition," (entire issue) Annals of the American Academy of Political and Social Science, 305, May, 1956

Contains a number of articles falling into two general categories: 1) examinations of various social implications of technical change, from the development of nationalism to changes in family structure; and 2) case studies in six quite disparate developing areas.

23. Albert, E. M., "The Classification of Values: A Method and Illustration," American Anthropologist, 58 (2), April, 1956, pp. 241-248

This paper uses the value system of a Navaho tribe to illustrate a method of classifying values. The philosophical context of the value system is first given, using the format and vocabulary of traditional western European philosophy, re metaphysics, epistemology, logic, etc. The values are then classified according to their level of generality, from value premises and orientations to specific valued and disvalued entities. This is submitted as a study more descriptive than analytical.

24. Albert, Ethel M., and Clyde Kluckhohn, A Selected Bibliography on Values, Ethics and Esthetics in the Behavioral Sciences and Philosophy, 1920-1958, New York: Free Press of Glencoe, 1959

25. Alers, Montalno M., "Cultural Change in a Costa Rican Village," Human Organization, 15 (4), Winter, 1957, pp. 2-7.

A successful and unsuccessful attempt at cultural change are described and interpreted. Crucial determinants of acceptance or rejection of a change were 1) the prevalence of a need, 2) the compatability of the practice with the culture, 3) objective proof of the practice's efficiency.

26. Alexander, A. P., "Industrial Entrepreneurship in Turkey: Origins and Growth," Economic Development and Culture Change, VIII (4), July, 1960, pp. 349-365

A case study of the origins and growth of the industrial entrepreneurial group in Turkey based on a survey conducted for the purpose of ascertaining the socio-occupational origins of Turkish industrialists.

27. Allen, Francis R., et al., Technology and Social Change, New York: Appleton Century Crofts, 1957

The writers -- all sociologists -- treat systematically the impact of science and technology upon society. The 21 separate essays all have as their themes the psychic and social consequences of technological development. Each essay is followed by an annotated bibliography.

28. Allen, Francis R., and W. Kenneth Bentz, "Toward the Measurement of Sociocultural Change," Social Forces, 43 (4), May, 1965

An index consisting of 32 indicators is presented for measuring sociocultural change in the 48 contiguous United States between 1940 and 1960. The 32 indicators are shown through factor analysis to have four underlying components: 1) a rising standard of living, 2) population growth, 3) industrial-technological-urban development, 4) increasing education. Using the index, the 48 states are then compared with regard to rate of sociocultural change. The author states that the underlying components of change will not necessarily be the same in social systems based on values differing from those of American society.

29. Almond, Gabriel A., and James S. Coleman (eds.), The Politics of Developing Areas, Princeton, N.J.: Princeton University Press, 1960

A major work attempting to compare the political systems of the developing areas. The introduction sets forth a functional or behavioral, as opposed to a legal or institutional, theoretical framework. The five succeeding chapters, each under separate authorship, examine the political systems of Southeast Asia, South Asia, Sub-Saharan Africa, the Near East and Latin America. The conclusion attempts comparison, seeking the modal characteristics of, and range of variation among, the systems discussed.

30. Almond, Gabriel, and Sidney Verba, The Civic Culture, Princeton: Princeton University Press, 1963

A cross-cultural study, using interview data from the United States, Great Britain, Germany, Italy and Mexico, of political culture and the social structures and processes that sustain democracy. It is found that there is in Great Britain and the United States a pattern of political and social attitudes which support a stable democratic process, and that this is less true of the other three countries.

31. Ammar, Hamed, Growing Up in an Egyptian Village, London: Routledge and Kegan Paul Ltd., 1954

This is an analysis of the forces acting on personality and social organization in a village in Upper Egypt, which though remote, is not unaffected by social change. An important part of the book deals with the impact of a modern system of schooling on the outlook and activities of the village.

32. Anderson, C. Arnold, "Educational Planning in the Context of National Social Policy," Phi Delta Kappan, 47 (4), December, 1965, pp. 180-184

The author argues that when non-educational ends are consciously used to determine educational policies a number of ambiguities and dilemmas arise. Eight basic and problematic decisions which have to be made are discussed. Educational planning, as now conceived, is viewed with considerable skepticism.

33. Anderson, C. Arnold, "The Impact of the Educational System on Technological Change and Modernization," in Bert F. Hozelitz and Wilbert E. Moore, Industrialization and Society, Paris: UNESCO-Mouton, 1963

Economic development and social change do not occur simultaneously or at the same rate throughout a society, but rather in nodes, from which influence spreads ingradient patterns. Educational policy should be integrated with these ecological gradient patterns. This implies a flexible educational system with substantial local control and wide differences in quantity and quality of education provided.

34. Anderson, C. Arnold, "A Skeptical Note on the Relation of Vertical Mobility to Education," American Journal of Sociology, 66 (6), May, 1961, pp. 560-570

Data from England, Sweden, and the United States are used to test the assumption that in contemporary society vertical mobility depends upon level of formal education. Among the findings are the following: 1) although the few individuals with superior education have a high probability of upward mobility, the upwardly mobile group consists mostly of people with typical rather than superior education; 2) many sons of upper class fathers, even though they have a great deal of education, are occupationally downwardly mobile. It is concluded that factors other than level of education play a major part in mobility.

35. Anderson, C. Arnold, and M. J. Bowman, Education and Economic Development, Chicago: Aldine Publishing Co., 1965

An extensive collection of papers presented at a conference on The Role of Education in the Early Stages of Development held in Chicago in 1963. The separate papers vary widely in scope and approach, but all focus in one fashion or another on the topic. Although the insights of other disciplines, notably history, are represented, economic analysis predominates. The first section applies neoclassical economic analysis to the problems of developing markets for human capabilities; the second section focuses on the formation of such capabilities; the third considers the spread through a population of innovations, including schooling; and the final section brings historical evidence to bear on the formation of human capabilities.

36. Anderson, Nels, The Urban Community: A World Perspective, New York: Henry Holt and Co., 1959

An extensive discussion of urbanism as a way of life, examining its ecological, economic, social and political aspects. Urbanism is considered to be synonymous with modernity. "Every modern community is urban to a degree." Although oriented primarily to urbanism in the U. S. the author makes frequent forays into the rest of the world, particularly the underdeveloped sections. It is these latter which are of greatest significance for the educational planner.

37. Andreatta, Louis, Education in Vietnam, New York: American Friends of Vietnam, 1961

A selected and annotated bibliography.

38. Apter, David, "A Comparative Method for the Study of Politics," The American Journal of Sociology, 64 (3), November, 1958, pp. 221-237

An attempt is made to build a generalized model of three dimensions, social stratification, political groups, and government, each composed of a specified set of variables, in order to improve comparative sociological study of politics. It is suggested that study of the relationships between these variables would provide the bases for sound theoretical development.

39. Apter, David, The Gold Coast in Transition, Princeton: Princeton University Press, 1955

Contains a lengthy description of varying types of traditional social structure, with an analysis of forces making for social change. Although primarily concerned with political institutions there is material on education's role in the process of re-stratification.

40. Archibugi, F., "Recent Trends in Women's Work in Italy," International Labor Review, 81 (4), April, 1960, pp. 285-318

The particular economic, ideological, institutional and demographic factors which have caused Italy to view the work of women in industry differently than most countries are explored. The changing value pattern of the country is also examined.

41. Arensberg, Conrad M., and Arthur H. Niehoff, Introducing Social Change: A Manual for Americans Overseas, Chicago: Aldine Publishing Company, 1964

Prepared as a manual for technical personnel working in the field, this work brings to bear the concepts and insights of anthropology and past experiences of both success and failure in technical cooperation upon the problems likely to confront the technical worker in a strange culture. In many respects this is a "how-to-do-it" or "what-to-do-and-what-not-to-do" book, but each prescription has a substantial amount of both practical and theoretic support. A succinct review of many important anthropological concepts is provided.

42. Asian Regional Conference on Adult Education, UNESCO, 1962

43. Aspectos Sociales del Desarollo Economico, Santiago: A. Bello, 1959

44. "Attitude Research in Modernizing Areas," Public Opinion Quarterly, 22, Fall, 1958, pp. 217-420

A special issue of the journal devoted to the title topic, containing 20 articles by behavioral and social scientists under three category headings:

1. Research Experiences, Problems, Methods
2. The Modernizing of Values, Images, Attitudes
3. The Emergence of Popular Politics

45. Aubrey, H. G., Industrial Enterprise in Underdeveloped Countries, Universities-National Bureau Committee for Economic Research, (unpublished paper), November, 1953

The focus is upon the development and role of entrepreneurship in developing areas. Uncertainty and lack of precedent are emphasized as deterrents to the emergence of entrepreneurship.

46. Aurbach, H. A., "A Guttman Scale for Measuring Isolation," Rural Sociology, 20 (2), 1955, pp. 142-145

An eleven item Guttman scale measuring rural isolation is presented. The items all represent the availability of communication or transportation facilities. Although the data used are taken from the State of Kentucky in the U. S., the technique, with different scale items, may well be applicable in other areas.

47. Ayal, Eliezer B., "Value Systems and Economic Development in Japan and Thailand," Journal of Social Issues, 19 (1), 1963, pp. 35-51

Japan and Thailand were selected for study as nations in many respects similar, yet representative of those countries which have and have not undertaken sustained economic growth. Distinct differences in the value systems of the two societies seem to be responsible for their differential development. These value differences are analyzed in some detail.

48. Baal, Jan van, "Education in Non-Western Countries," International Review of Education, 10 (1), 1964, pp. 1-9

Emphasizing the fact that, unlike most cultures in which education is a form of transfer of culture to succeeding generations, school education in the non-western world implies the transfer of culture from one civilization to another, the author argues that schooling in non-western countries is by that fact a far more complicated process than in the West. He sees the major problem as being that of finding the correct educational method by which to instill the psychological structure necessary to use new capabilities willingly and to receive gratification from this use. The author suggests that more intensive research should be undertaken regarding education in the non-western countries, possibly through the use of many field-studies made by an interdisciplinary team of specialists.

49. Back, Kurt W., "The Change-Prone Person in Puerto Rico," Public Opinion Quarterly, 22, Fall, 1958, pp. 330-340

On the assumption that an understanding of personality traits and attitudes can clarify the mechanism by which the individual is led to the acceptance of change, the author has shown the relationship between the results of personality tests and attitude indices on the one hand and modernism (i.e., the acceptance of modernization) on the other.

50. Background Papers, International conference on Family Planning Programs, Geneva, Switzerland, August 23-27, 1965

An extensive collection of papers describing and analyzing family planning programs in a vast array of national contexts in developing areas. Many of the papers give specific attention to the impact of education.

51. Bailey, F. G., Caste and the Economic Frontier, Manchester: 1957

52. Balandier, G., "Social Changes and Social Problems in Negro Africa," in C. W. Stillman (ed.), Africa Is the Modern World, Chicago: 1955, pp. 55-69

This is a brief analytical discussion of the causes and nature of social changes in post-war Negro Africa. The influx of Europeans and new overhead capital, and the use of an educational elite and new social types are discussed in relation to the reorganization of social strata. The degree to which new social strata foreshadow classes, and the varying capacities of different societies to resist change is also discussed.

53. Banfield, Edward C., The Moral Basis of a Backward Society, New York: The Free Press, 1958

A detailed investigation of a small village in Southern Italy is reported with the object of determining the cultural and psychological obstacles to the development of political and other organizations for self-help. The development of organizations larger than the nuclear family is held to be essential for economic development and social change. The intention is not to "prove," but rather to outline and illustrate a theory for subsequent vigorous testing.

54. Banks, Arthur, and Robert Textor, *A Cross-Polity Survey*, Cambridge, Mass.: The M. I. T. Press, 1963

A vast survey of the 115 independent polities of the world. Most of the content is computer printout giving all significant correlations among 57 political and environmental characteristics of these countries. Each of the 57 characteristics was further subdivided, with a table of 194 dichotomized variables resulting. The method of world wide cross polity analysis adds to and adapts from cross-cultural methodology. Information given is largely in terms of classes of polities rather than being pertinent to only one polity.

55. Bantock, Geoffrey H., *Education in an Industrial Society*, London: Faber and Faber, 1963

The relationship of education to society, especially in view of recent economic pressures and materialism, is discussed. The book considers the social and ideological basis of modern education and examines the collectivist, equalization trend in today's social thought as well as the technical tendency. Urges a greater individualization and diversification in education programs.

56. Banton, M. P., and D. G. M. Dosser, "The Balance Between Social and Economic Development in Africa South of the Sahara," *Information*, 27, June, 1961, pp. 5-20

57. Barber, W. J., *The Economy of British Central Africa: A Case Study of Economic Development in a Dualistic Society*, Stanford, California: Stanford University Press, 1961

58. Barnett, H. G., *Innovation: The Basis of Cultural Change*, New York: McGraw Hill, 1953

The author attempts to "formulate a general theory of the nature of innovation and to analyze the conditions for, and the immediate social consequences of, the appearance of novel ideas." Attention is also given to the reasons for the acceptance or rejection of innovation.

59. Barringer, H. R., et al., *Social Change in Underdeveloped Areas*, Cambridge, Mass.: Schenkman Publishing Co., 1965

60. Barry, H., et al., "Relation of Child Training to Subsistence Economy," American Anthropologist, 61, 1959, pp. 51-63

An analysis of child training practices in a large number of subsistence economies leads to the conclusion that there is a definite causal relationship between the type of subsistence economy and the type of behavior sought in children. Economies based upon accumulation of food reserves train for "compliance" -- responsibility and obedience -- while non-accumulative economies train for "assertion" -- achievement and self-reliance.

61. Bascom, William R., and Melville Herskovits (eds.), Continuity and Change in African Cultures, Chicago: University of Chicago Press, 1959

A collection of 15 essays concentrating upon the ways in which cultures change. Four of the contributions are of a general nature surveying the languages, art and music of Africa and African polygyny. The remainder examine particular features of specific societies, all focusing upon the problems of social change.

62. Bastien, Remy, "The Role of the Intellectual in Haitian Plural Society," Annals of the New York Academy of Science, 83 (5), 1960, pp. 843-849

This article examines, through an account of the role of the intellectual in Haitian society, the question of why in Latin America, particularly, the ideas of the intellectual for social betterment so seldom have an effect upon his society.

63. Batten, J. P., Communities and Their Development, London: Oxford University Press, 1957

The author here designates "community development" as any action taken by any agency which has as its main goal benefitting the community. Thus, it is situationally unique, though certain common characteristics obtain. Considers the problem of initiating change while ensuring the continuation of community spirit.

64. Batten, T. R., School and Community in the Tropics, London: Oxford University Press, 1959

The thesis of this work is that a school becomes a community school only to the extent that it is supported by the people because they agree with what it is trying to do. Evidence from research in India, Bolivia, and among the American Indians is presented. There are chapters devoted, among other things, to teacher-training, the role of the teacher, curriculum and methods, and community service projects.

65. Bauer, P. T., and B. S. Yamez, *The Economics of Underdeveloped Countries*, Chicago: University of Chicago Press, 1957

The authors are particularly concerned with the roles open to governments in the underdeveloped world. They critically examine the accepted principles relating to economic growth for their applicability to the special and peculiar circumstances of the underdeveloped nations, and emphasize the variety of alternatives regarding government actions that must be considered if a rational effort is to be made to maximize a government's contribution to economic growth under the existing conditions -- both those that apply to the underdeveloped world generally or are peculiar to parts of it.

66. Bayne-Powell, R., *The English Child in the Eighteenth Century*, New York: E. P. Dutton, 1939

67. Beals, Ralph, "Social Stratification in Latin America," *American Journal of Sociology*, 58, 1953

68. Beattie, J. H. M., "Culture Contact and Social Change," *British Journal of Sociology*, 12 (2), June, 1961, pp. 165-175

An account of how three books by Professor Raymond Firth, *Primitive Economics of the New Zealand Maori* (1929), *We, the Tikopia* and *Social Change in Tikopia* (1959), have contributed to a clearer understanding of social change. Such contributions as the distinction between social structure and social organization, or the positing of three levels of social structure are discussed and their relevance to present theoretical and practical problems indicated.

69. Becker, Gary S., "Investment in Human Capital: A Theoretical Analysis," *Journal of Political Economy*, 70 (5), Part 2, October, 1962, pp. 9-49

An extensive economic analysis of investment in human capital, including on-the-job training, formal schooling, supply of knowledge concerning the economy, and other such investments within its purview. A general theory concerning such investment is developed, with emphasis more on empirical implications than on formal generalizations.

70. Becker, Gary S., "Underinvestment in College Education?," *American Economic Review*, L (2), May, 1960, pp. 346-354

Using the "direct-returns" approach, this paper considers several aspects of college education in the U. S. A. in terms of their contributions to economic and military progress. The findings reveal very little difference between the direct returns to business capital and those to college education. Thus, on that basis alone, increased college expenditures are not warranted. Turning then to external returns, the author concludes that accurate measurement of these is questionable, and thus inconclusive. An increase in expenditures would be justified only if a larger percentage of all college graduates produced external returns. This seems to imply that the rate of return from college education would best be increased by an improvement in the quality of college students.

71. Becker, Howard, and Alvin Boskoff, Modern Sociological Theory in Continuity and Change, New York: Dryden Press, 1957

A collection of conference papers reviewing the state of and development of sociological theory in a variety of substantive and geographic areas, often including predictions or suggestions for future developments.

72. Beeby, C. E., The Quality of Education in Developing Countries, Cambridge: Harvard University Press, 1966

Calling for a theory of educational growth focusing upon instructional quality to balance the dominant quantitative economic theories, Beeby proposes four stages of such qualitative growth, arguing that a country cannot jump from the first to the last stage, but must pass through the intermediate stages. Forces making educational systems peculiarly subject to conservatism and resistance to change are also discussed.

73. Beeby, C. E., "Stages in the Growth of a Primary Education System," Comparative Education Review, 6 (1), June, 1962, pp. 2-11

Based upon his experience as an administrator, dealing both with young and advanced systems, Beeby proposes a three-stage pattern of primary education development. The key variable in the typology is teaching method, the stages being 1) The Dame School Stage, 2) The Stage of Formalism, and 3) The Stage of Meaning. To attempt to skip the middle stage in programming education would be, in Beeby's view, folly.

74. Bellah, Robert, "Reflections on the Protestant Ethic Analogy in Asia," Journal of Social Issues, 19 (1), 1963, pp. 52-60

There have been many attempts to apply Weber's Protestant Ethic thesis in Asia. These have concentrated on linkages between religious orientation and entrepreneurial motivation, tending to overlook the central significance of Protestantism as representing a fundamental shift in cultural orientation, providing the cultural basis of modern society.

75. Belshaw, Cyril S., Under the Ivi Tree. Society and Economic Growth in Rural Fiji, Berkeley: University of California Press, 1964

Fijian society, in terms of the relation of societal patterns and institutions, is examined. The author stresses the role of effective institutions in adjusting a system to change, and in establishing equilibrium. However, in the case of rural Fiji such social institutions are not in existence as a cooperating whole, and the problem is that of uniting the various cultural, institutional, governmental, and physical elements into a unified system.

76. Benda, Harry J., "Non Western Intelligentsias as Political Elites," Australian Journal of Politics and History, November, 1960

77. Bendix, Reinhard, and Seymour M. Lipset (eds.), Class, Status and Power: A Reader in Social Stratification, New York: Free Press, 1953

Written as a guide to literature on social stratification, this volume gives a broad view of theory and research on the topic. Particularly relevant to the question of social change are parts I and V, titled respectively "Theories of Class Structure" and "Comparative Social Structure."

78. Benedict, B., "Education Without Opportunity: Education, Economics and Communication in Mauritius," Human Relations, XL (4), 1958, pp. 304-315

The social and economic setting within which Mauritian education operates is described. The factors which have led to a well established and somewhat self-perpetuating demand for education, even as employment opportunities for the educated become more scarce, are discussed. The problems created by the co-existence of two distinct value systems, traditional Indian and Western, each fostered within a separate school system, are related.

79. Benjamin, Harold R. W., Higher Education in the American Republics, New York: McGraw-Hill, 1965

A country-by-country survey and comparison of the status of higher education in Latin America. The administration, the faculty, the students, and instructional programs are in each case described. The probable developments in higher education in Latin America over the next few decades are finally suggested.

80. Bennett, John W., "Introduction: Planned Change in Perspective," Human Organization, 18 (1), 1959, pp. 2-4

Introduction to a symposium on planned change. Major concern is with some of the complex "philosophical" issues too often avoided by planners, at the invitation of disaster, such as: a tendency to consider planning an end rather than an instrument; a tendency to use planning as a rationalization of the status quo; and a confusion of fact and value, a confusion of the roles of philosopher and scientist.

81. Bennis, Warren G., et al. (eds.), The Planning of Change, New York: Holt, Rinehart and Winston, 1961

A book of readings on the problems associated with the application of the principles of the behavioral sciences to the accomplishment of planned change. It contains an introduction plus explanations preceding each major chapter, and a bibliography.

82. Bennis, Warren G., "A Typology of Change Process," in Bennis, Warren G., et al. (eds.), *The Planning of Change*, New York: Holt, Rinehart and Winston, 1961

In order to distinguish planned change from other types of change a typology is established using three variables: mutuality of goal setting; deliberateness of change; and power distribution among the parties to the change. With this scheme eight types of change are distinguished.

83. Berelson, Bernard, and Ronald Freedman, "A Study in Fertility Control," *Scientific American*, 210, May, 1964

Study of an extensive fertility control project in Taichung, Taiwan. 2500 women were surveyed. Some of the data relate to educational variables.

84. Berent, Jerzy, "Fertility and Social Mobility," *Population Studies*, 5, March, 1952

Utilizing a 'dynamic' approach to the problems of class differential fertility, indications are given which associate upward mobility with lower fertility and downward mobility with higher fertility.

85. Berna, J. J., "Patterns of Entrepreneurship in South India," *Economic Development and Cultural Change*, 7, 1959, pp. 343-362

A study of 59 medium-size enterprises operating in the light engineering-manufacturing field in Madras State reveals that entrepreneurs in these enterprises derive from extremely varied backgrounds, few of such backgrounds being in trading. This freedom of entry into the entrepreneurial ranks suggests that such industries are a fine source of the industrial entrepreneurs needed in underdeveloped nations.

86. Bernick, P., "New Skills for New Societies," *International Development Review*, 2 (2), 1960

A general article concerned with the use of trade schools to train the labor force required in developing nations. It raises the inevitable questions of who and what shall be taught, as well as considering the difficulties arising from the transplanting of modern technological thought into traditional societies. The article particularly considers the Organization for Rehabilitation Through Training (ORT) programs operating in Morocco, Tunisia, Algeria, and Iran.

87. Berry, Brian, "An Inductive Approach to the Regionalization of Economic Development," in Norton Ginsburg (ed.), *Essays on Geography and Economic Development*, Chicago: University of Chicago Press, 1960

88. Bettleheim, Bruno, Social Change and Prejudice, New York: Free Press of Glencoe, 1964

The second half of this volume is a reprint of the classic Dynamics of Prejudice. The first half is a reassessment of the sociological and psychological findings of the original work in light of social change and development of theory. Although dealing specifically with U. S. society many of the generalizations can have at least heuristic value in studying the underdeveloped world.

89. Billerbeck, Klaus, Mobilization of Manpower Potential in Asia and Africa, Hamburg: Hamburg Archives of World Economy, 1961

90. Blair, Thomas Lucien, "Social Structure and Information Exposure in Rural Brazil," Rural Sociology, 25 (1), March, 1960, pp. 65-75

An analysis of exposure to sources of information -- mass media, social visiting, and contact with persons from the outside -- and the content of the messages carried, in a small rural factory town in Brazil leads to the conclusion that there is a distinct relationship between patterns of information exposure and occupational status groups. Further studies useful for communications research and theories of social and economic change are suggested.

91. Blang, M., A Selected Annotated Bibliography in the Economics of Education, Education Libraries Bulletin, Supplement Eight, London: University of London Institute of Education, 1964

A selection of over 400 items primarily from published literature. More than half are devoted to developed countries, with some attention given to social and political aspects. The material from or pertaining to underdeveloped countries is classified as follows: 1) General Surveys; 2) The Economic Contribution of Education; 3) The Economic Aspects of Education -- a) Costs and Finance, b) Productivity and Efficiency, c) Technical and Vocational Education, d) Informal Education; 4) Educational Planning and Manpower Forecasting.

92. Blumer, Herbert, "Industrialization and the Traditional Order," Sociology and Social Research, 48 (2), January, 1964

93. Board, Beryl, The Effect of Technical Progress on Education, A Classified Bibliography from British Sources 1945-57, Hazelton Memorial Library, Institute of Production Engineers, 1959

94. Bonne, A., "Towards a Theory of Implanted Development in Underdeveloped Countries," Kyklos, 9 (1), 1956, pp. 1-26

In the nature of historical generalization the author explores the triad of motivation, mechanism, and aims of economic development. Previous theories of economic development are examined, and then a model is presented with the various socio-economic differences of underdeveloped areas stressed.

95. Boskoff, Alvin, "Social Change: Major Problems in the Emergence of Theoretical and Research Foci," in Becker, Howard (ed.), Modern Sociological Theory in Continuity and Change, New York: Dryden Press, 1957

An analysis of the major patterns of sociological theory and research concerning social change. The final section of the paper presents a schema designed to furnish a key to scattered works on social change; it presents one means of systematizing the problems and data concerning such change.

96. Boulding, Kenneth, The Image, Ann Arbor, Mich.: The University of Michigan Press, 1956

The processes of social change and value-formation are conceived in terms of changes in imagery. Concepts from anthropology, economics, philosophy, psychoanalysis, sociology and cybernetics are integrated around the process of image-formation. A theoretical system is developed relating the formation of images and the impact of messages to the resulting behavior.

97. Boulding, K. E., "Religious Foundations of Economic Progress," Harvard Business Review, May, 1952

The role of cultural institutions and processes, particularly religions, in both perpetuating poverty and stimulating change is discussed. Particular attention is paid to the development of incentives for indigenous entrepreneurship.

98. Bowen, William G., Economic Aspects of Education, Industrial Relations Section, Department of Economics, Princeton University, 1964

Three quite disparate papers are brought together in this work. The most generally relevant is the first, "Assessing the Economic Contribution of Education," in which various methods used by economists to estimate the returns from education are appraised.

99. Bowman, M. J., "Converging Concerns of Economists and Educationists," Comparative Education Review, 6 (2), October, 1962, pp. 111-119

The primary concern of this paper regards the clarification of the concept involved in the rate-of-return approach to investment in education. The author makes a most useful distinction between the "private" and "social" decision-making frameworks (either of which may be operative in the underlying conceptual model), and states that rate-of-return analysis, if used properly, may provide guidance for either private decisions or public policy. The concluding portion of the article suggests areas of research in which the interests and disciplines of economists and educationists may converge.

100. Bowman, Mary Jean, "Schools for and Against Innovation," Comparative Education Review, 9 (3), October, 1965, pp. 270-274

A brief examination of some of the possible ways in which education may encourage or discourage the development of innovative entrepreneurial activity.

101. Bowman, M. J., and C. Arnold Anderson, "Concerning the Role of Education in Development," in Geertz, C. (ed.), Old Societies and New States, New York: Free Press of Glencoe, 1963, pp. 247-279

Using international comparisons of income and educational levels, notably the data found in the Atlas of Economic Development (by Ginsburg and Berry), this article raises questions and aims at a re-examination of some widely held beliefs concerning the role of education in development. Literacy, population percentages in post primary school, primary enrollments, and geographic perspectives are discussed with regard to education - income relations. The authors conclude that although positive correlations between level or spread of education and economic levels are evident, the connections are inconclusive. They suggest three hypotheses which may lead to further clarification of this link.

102. Bradburn, Norman, "Interpersonal Relations Within Formal Organizations in Turkey," Journal of Social Issues, 19 (1), 1963, pp. 61-67

A study of interpersonal relations in formal organizations in Turkey found them closely parallel to those in the Turkish family. There is great stress within the close family upon loyalty with the father playing the dominant role. In organizations loyalty and other ascriptive criteria are used for evaluating employee performance, and authority is highly centralized.

103. Bradburn, Norman, and D. E. Berlew, "Need for Achievement and English Economic Growth," Economic Development and Cultural Change, 10 (1), 1961

A study concerning the hypothesized relationship between n Achievement and economic growth in England. Average n Achievement levels were derived from the achievement imagery present in works of authors for each of six time periods from 1501 to 1830. The measure of economic growth used was the coal industry. For each level of n Achievement in English literature, a comparison was made with the rate of gain in coal imports at London 50 years later. The specific hypothesis that: an increase in n Achievement level from time period A to time period B will result in economic growth from time period B to time period C; and similarly a decrease in n Achievement level will result in an economic decline in a succeeding time period, seems valid.

104. Braibanti, R., and J. J. Spengler (eds.), Tradition, Values, and Socio-Economic Development, Durham, N.C.: Duke University Press, 1961

This is a collection of nine essays by scholars in anthropology, economics, history, political science and sociology exploring the effect of tradition and values on socio-economic development. The essays are independent contributions and consequently not always in full agreement. Five of the essays are theoretical contributions, the remaining four being empirical studies.

105. Brameld, Theodore, The Remaking of a Culture: Life and Education in Puerto Rico, New York: Harper, 1959

An attempt to wed cultural research to a concrete program of education. Based upon intensive interviews of twenty "grassroots" respondents and sixteen "national leaders," plus the published and unpublished research materials of others, a series of generalizations concerning Puerto Rican life -- values, family, class structure, education, religion, etc., -- are presented. In light of these findings, and his own philosophic beliefs, Brameld lists a number of proposals for educational experiments and projects.

106. Brembeck, Cole S., "Education for National Development," Comparative Education Review, 5 (3), February, 1962, pp. 223-231

Two types of obstacles to educational reform in underdeveloped areas are examined: attitudinal and value problems stemming from a belief in "fate," a scorn for "dirty hand" work, etc.; and, flowing from these, problems of educational practice, such as heavy reliance on national syllabi and examinations, and poor quality teachers. Concern is particularly with South and Southeast Asia.

107. Brembeck, C. S., and J. P. Keith, Education in Emerging Africa A Select and Annotated Bibliography, East Lansing: Michigan State University, 1961

108. Brembeck, C. S., and E. W. Weidner, Education and Development: India and Pakistan A Select and Annotated Bibliography, Education in Asia Series, East Lansing: Michigan State University, 1962

109. Bruton, Henry J., A Survey of Recent Contributions to the Theory of Economic Growth, Cambridge: Center for International Studies, M. I. T., 1956

110. Buchanan, D. H., "Japan versus Asia," American Economic Review, Papers and Proceedings, May, 1951

The reasons for the rapid economic growth of Japan, in contrast to the trend of development in the other Asian nations, are explored.

111. Burns, Hobert W. (ed.), Education and the Development of Nations, Syracuse: Syracuse University Press, 1963

This publication coming out of a conference held under the auspices of the Center for Development Education, Syracuse University, in 1963 contains papers by social and behavioral scientists on the title theme. Each paper is followed by a critical response from students of development education whose interest is more closely linked with the planning and/or implementation of development education.

112. Busia, K. A., "The Present Situation and Aspirations of Elites in the Gold Coast," International Social Science Bulletin, VIII (3), 1956, pp. 424-431

A short essay relating some aspects of Gold Coast educational development. The opposition between education and traditional elites resulting from the spread of European type education is stressed.

113. Butts, R. Freeman, American Education in International Development, New York: Harper and Row, 1963

Three stages of American international educational involvement since World War II are established. The first is that of international studies; the second is concerned with educational development, the providing of technical assistance and advice; the third stage is primarily that of supplying and training United States teachers for overseas educational services. Separate chapters treat each of these stages, with more emphasis on the third stage, especially with regard to the Teachers for East Africa and Peace Corps training programs. The author urges a program of coordinated and supporting efforts in all three of these stages.

The final section of the book poses questions to be considered by educational planners in all countries to insure the best possible course for educational development.

114. Cancian, Francesca, "Functional Analysis of Change," American Sociological Review, 25 (6), 1960, pp. 818-827

An examination of the usefulness of functional analysis for studying social change. A "functional system" is defined as two or more variables compensating for each other's variations so as to maintain some property of the system. Four ways in which change can be incorporated in functional analysis are specified. Major arguments demonstrating that functional analysis is inherently static are refuted. E. R. Leach's study of political systems in Burma and Parsons and Smelser's study of social change in the industrial revolution are shown to be examples of functional analysis of change.

115. Caplow, Theodore, and Kurt Finsterbusch, Development Rank: A New Method for Rating National Development, New York: Columbia University, Bureau of Applied Social Research, 1966

A development index composed of 20 separate economic and social indicators is presented. The mean of a nation's rankings on each of the separate indicators is taken as its Development Ranking. Some preliminary analysis using this index is presented.

116. Caplow, Theodore, and Kurt Finsterbusch, A Matrix of Modernization, New York: Columbia University, Bureau of Applied Social Research, 1964

On the basis of a correlation matrix displaying the relationships between 77 economic, political and social variables a "modernization index" is developed, which is composed of the three indicators which have the best correlations with the other 74 indicators and are, among other things, most reliable and valid. Although the index proves useful in cross-sectional studies it is found to be of little value for measuring rates of modernization because two of its components, energy consumption per capita and inhabitants per physician, cannot be assessed over time for most countries. Therefore the third component, telephones per thousand population, which is available over time, is chosen as the single best indicator of modernization.

117. Cardoso, F. H., "Proletarioda e Mundanca Social em Sao Paulo," (Proletariat and Social Change in Sao Paulo), Sociologia, (Sao Paulo), 22 (1), March, 1960, pp. 3-11

118. Caroll, J. B., "The Nature of the Data, or How to Choose a Correlation Coefficient," Psychometrika, 26, 1961, pp. 347-372

Discusses the assumptions underlying various coefficients of correlation, and the types of research situations in which different coefficients are applicable.

119. Carroll, John J., The Filipino Manufacturing Entrepreneur: Agent and Product of Change, Ithaca: Cornell University Press, 1965

120. Cartwright, Dorwin, "Achieving Changes in People: Some Applications of Group Dynamics Theory," Human Relations, IV, 1951

A review of research indicates that the process of individual change can be little understood, and such change only poorly effected, without an understanding of the nature and functions of groups to which the individual belongs. Attempts to change individuals must be concerned with the dynamics of groups, in which are grounded behavior, attitudes, beliefs and values. Viewing the group both as a medium of change and a target of change, eight principles emerging from research in group dynamics are examined.

121. Cash, Webster C., "A Critique of Manpower Planning and Educational Change in Africa," *Economic Development and Cultural Change*, 14 (1), October, 1965, pp. 33-47

Examining the postulates basic to high-level manpower planning it is concluded that the validity of the technique as a means of fostering or maintaining economic development cannot be demonstrated and that manpower planning will produce results quite different from those sought and expected. As an alternative the "cost-benefit" approach to planning is suggested.

122. Cerych, Ladislav, *Problems of Aid to Education in Developing Countries*, New York: Praeger (for the Atlantic Institute), 1965, pp. 213

A report of a conference held in 1962 under the sponsorship of the Atlantic Institute, aimed at defining the essential features of a consistent policy of external aid to education, the conditions for making it effective and coordinating it internationally. The principle contribution of the book is in reviewing the principle projections of educational needs, primarily those made by various international organizations and conferences, and in evaluating proposals for external aid to education in terms of those projections. Little attempt is made to evaluate such aid by developing a rigorous conception of the role of education in the total development process.

123. Chance, Norman A., "Culture Change and Integration: an Eskimo Example," *American Anthropologist*, 62, 1960, pp. 1028-1044

This study isolates the factors which have allowed an Eskimo village to undergo rapid cultural change without suffering the disruption of norms and values usually accompanying such change. The idea is advanced that under some conditions rapid change is less disruptive than slow change. The role of education is briefly discussed.

124. Charles, P., "Tribal Society and Labour Legislation," *International Labour Review*, 65 (4), April, 1952, pp. 425-441

The values of African workers which relate to work are described. An argument is made for the value of cultural anthropology, some of its principles being applied to labor legislation.

125. Chatto-padhyay, K. P., *Some Approaches to Study of Social Change*, Poona: Gokhale Institute of Politics and Economics, 1960

A study of marriage patterns among "tribal folk" in India and Melanesia is reported as exemplifying some general methods for studying social change in non-literate societies. As to methodology, particular stress is laid upon precise question formulation.

126. Chiang, Y., *A Chinese Childhood*, New York: John Day, 1952

127. Clark, Burton, Educating the Expert Society, San Francisco: Chandler, 1962

Although concerned primarily with the educational problems associated with technological, and associated social, change in the United States this is a very useful example of the application of sociological theory and method to education.

128. Clark, S., "Religion and Economic Backward Areas," American Economic Review, Papers and Proceedings, May, 1952

Following in the tradition of Weber and Tawney, this work concentrates upon the relationship between the rise of Protestantism and industrialization, with reference to economically developing areas.

129. Clignet, Remi P., and Philip Foster, "Potential Elites in Ghana and the Ivory Coast: A Preliminary Comparison," American Journal of Sociology, 70, November, 1964

Patterns of social recruitment into two highly selective secondary school systems in two adjoining African nations with different educational and colonial traditions are examined. Both systems recruit students for this level of education, which is a necessary but not sufficient qualification for elite status, from a variety of socioeconomic statuses and geographic areas. This is seen as indicating the likelihood that elites in both nations will come from diverse backgrounds. Both groups of students were found to have an unrealistically optimistic view of their own chances for securing more education and entering high status occupations while having a quite realistic perception of the sort of job they can expect to get if unable to continue their education.

130. Cochran, Thomas C., The Puerto Rican Businessman: A Study in Cultural Change, Philadelphia: University of Pennsylvania Press, 1959

A number of interviews were conducted to determine what aspects of, and by what means, the culture of the Puerto Rican businessman has been changed during the period of contact with the U. S. Many of the most important traits often running counter to entrepreneurial efficiency were found to be relatively unchanged.

131. Cole, Arthur H., Business Enterprise in its Social Setting, Cambridge: M. I. T. Press, 1959

132. Coleman, James S. (ed.), Education and Political Development, Princeton: Princeton University Press, 1965

A collection of 17 articles in which the relationship of education to the modernization process, especially the impact of education on the polity, is discussed by representatives of the various social science disciplines. In essence a preliminary report on the topic which suggests areas meriting further study. In the introduction

Coleman sets forth an analytic framework which, though little used by the authors of the separate chapters, might prove useful for future work in this area. A highly useful annotated bibliography is found on pps. 585-609. This is the fourth volume in a series of Studies in Political Development sponsored by the Committee on Comparative Politics of the Social Science Research Council.

133. Coleman, James S., and Rosberg, Carl G., Jr. (eds.), Political Parties and National Integration in Tropical Africa, Berkeley: University of California Press, 1964

A series of twelve country studies plus four analytical studies of selected groups in contemporary Tropical Africa focuses on political parties and their role in national integration. The book makes two primary assumptions -- that political parties are the crucial factors in shaping new African polities; and that the major problem in building new nations is national integration. Part One identifies and compares the general one-party tendency among the new states of Tropical Africa. Part Two deals with the role of political parties in the historic oligarchic situations of minority domination as well as with the expansion in political scale, the effort to form large-scale federations or unions. The editors have added an introduction and conclusion to this volume.

134. Collier, K. G., Social Purposes of Education, London: Routledge and Kegan Paul, 1959

135. Collins, Sydney, "The School Teacher in His Role as Leader in West Indian and African Societies," Civilisations, 10 (3), 1960, pp. 315-324

A comparative study of the changing political and social roles and status of teachers, particularly village teachers, in Jamaica and Western Nigeria. The forces impelling the changes, and the problems created by them, are considered.

136. Combs, J. W., Jr., and Kingsley Davis, "Differential Fertility in Puerto Rico," Population Studies, XX (5), November, 1951

Rural-urban, white-non-white, economic, and educational are the four differentials in reproduction discussed in this article. In spite of high fertility at all ages, these differentials are similar to those in areas where birth rates have fallen quite low. The author interprets the change in fertility rates as illustrative of a more modern attitude toward family size, and hence as an indicator of industrial, commercial, and educational progress.

*137. Comhaire, J. L., "Economic Change and the Extended Family," Annals of the American Academy of Political and Social Science, 305, May, 1956, pp. 45-52

The author concludes: that family institutions everywhere are subject to the pressure of disruptive forces, but extended family relationships in many countries display more vitality than in

Western societies. Though extended families appear inconsistent with the needs of an economic pattern founded on achievement and mobility, the extended family cannot be written off in the immediate future.

138. Community Development and National Development, United Nations, 1961

139. "The Community School -- Its Significance for Fundamental Education Programs," Education Abstracts, 7 (3), March, 1955

140. "Comparative Education," Education Abstracts, 10 (2), February, 1958

141. Comparative Education, Key-Word in Context, Index and Bibliography, Ann Arbor, Mich.: Comparative Education Program, University of Michigan, 1964

142. Compendium of Social Statistics, United Nations, annual

143. Conseil International Des Sciences Sociales, Les Implicacions Sociales du Progres Technique, Paris: C.I.S.S., 1961

A collection of works, each concerning the social implications of technical change in a different country, written by a native authority. There are also some general theoretical essays.

144. "Contours of Culture Change in South Asia," special issue, Human Organization, 22 (1), Spring, 1963

Special issue devoted to a consideration of both planned and unplanned change, factors which contribute to and impede such change, and the consequences of change in rural areas of South Asia. The viewpoint in all the articles included is applied anthropological.

145. Cormack, Margaret L. She Who Rides a Peacock: Indian Students and Social Change, New York: Frederick A. Praeger, 1961

Through questionnaires and interviews this study attempts to determine college and university students' conscious awareness of and attitude toward social changes now occurring in India. The responses are set against the background of the independence movement and the series of post-independence plans. Separate chapters are devoted to attitudes toward the family, education, marriage, the role of women, religion, politics, and India. Problems such as student indiscipline, corruption in the universities, and the unfortunate influence of party politics are seen as symptoms of the disorientation occurring as traditional values and behavior become increasingly dysfunctional.

146. Correa, Hector, The Economics of Human Resources, Pasmaus, The Hague, 1962

147. Correa, Hector, Educational Planning: Its Quantitative Aspects and Its Integration with Economic Planning, Paris: International Institute for Educational Planning, 1965

A detailed description of the quantitative aspects of the process of educational (manpower) planning. Particular attention is given to the integration of educational planning with general economic planning. In order to illustrate the process step by step an hypothetical plan is prepared for an imaginary country. Although a good deal of mathematical formulation is used, the procedures presented should be comprehensible to a reader with a limited background in elementary algebra.

148. Correa, Hector, Models and Mathematics in Educational Planning, Wayne State University, ditto, nd.

This paper demonstrates "that models have to be and have always been used in educational science and planning, but that mathematical models are an innovation." After a consideration of the concept of model, and the uses of models, there is a relatively non-technical discussion of the uses of mathematics in the construction, verification and application of models. There is finally a brief discussion of the roots of the conflict between model builders and non-model builders in education.

149. Cortes, J. B., "The Achievement Motive in the Spanish Economy Between the 13th and the 18th Centuries," Economic Development and Culture Change, IX (2), January, 1961, pp. 144-163

A brief summary of research carried out by the writer to examine the relationship between achievement motivation and economic growth in Spain. The results confirm the tested hypothesis, i.e., that high Achievement Motives precede in time the climax of economic prosperity.

150. Costa Pinto, L. A., "Economic Development in Brazil. A General View of Its Sociological Implications," in Conseil International Des Sciences Sociales, Les Implications Sociales du Progres Technique, Paris: C.I.S.S., 1961

151. Costa Pinto, L. A., "Pesquisas sobre Mundacas Sociais na America Latina -- Tendencias e Problemas," (Research on Social Change in Latin America, Trends and Problems), Boletim do Centro Llatina-americana de Pesquisas em Ciencias Sociais, 4 (1), February, 1961, pp. 5-17

152. Costa Pinto, L. A., "Sociologia e Mundanca Social," (Sociology and Social Change), Revista Brasileira de Ciencias Sociais, 1 (1), November, 1961, pp. 5-56

153. Costner, Herbert L., "Criteria for Measures of Association," American Sociological Review, 30 (3), June, 1965, pp. 341-353

Costner suggests, as a general standard for evaluating measures of association in sociological research, that they should be interpretable "in terms of the proportional reduction in error of estimation made possible by the relationship." A number of commonly used statistics are evaluated in this light.

154. Couch, Margaret, Education in Africa: A Select Bibliography pt. 1 British and Former British Territories in Africa, Institute of Education, London University, 1962

155. Council on Foreign Relations, Social Change in Latin America Today, New York: Vintage Books, 1960

The introductory essay, by John Gillen, overviews the success of social, political and economic change in Latin America, emphasizing the underlying values likely to remain part of the Latin American character and color those social changes which take place. The remaining essays describe social change as it has occurred in Peru, Bolivia, Brazil, Guatemala, and Mexico. Each offers some insight into the factors which may initiate, accelerate or impede social change.

156. Court, John W., "The Adult Literacy Campaign in Northern Nigeria," Oversea Education, (London), July, 1958, pp. 64-68

Relates the problems and progress involved with a literacy campaign in Northern Nigeria, 1946-1958.

157. "Criteria for Allocating Investment Resources Among Various Fields of Development in Underdeveloped Countries: a Bibliography and Introductory Note," Economic Bulletin of Asia and the Far East, 12, June, 1961, pp. 30-44

158. Crockett, H., Achievement Motivation and Social Mobility, Unpublished Ph.D. Dissertation, University of Michigan, 1960

159. Curle, Adam, Educational Strategy for Developing Societies, London: Tavistock Publications, 1963

The thesis of this work is that education is the most effective means for changing those conditions which impede the development of the underdeveloped society, one part of which is the economy. A general description, not a report on research but a "distillation" of experience, of the place of education in such societies is given. The final section contains a specifically outlined "strategy" for education.

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160. Curle, Adam, Planning for Education in Pakistan, Cambridge: Harvard University Press, 1966

Subtitled "A Personal Case Study," this work considers both "the problems of educational planning in Pakistan," and "the position and difficulties of the adviser grappling with these problems." This personal approach is used to point up the subtle, often seemingly irrelevant, factors, such as mental and physical strain, absence of critical data, and idiosyncrasies of local administrators and politicians, which shape the way the foreign adviser goes about his job and the sorts of advice he gives.

161. Curle, Adam, "Some Aspects of Educational Planning in Underdeveloped Areas," Harvard Educational Review, 32 (3), Summer, 1962

A short broadly sketched view of the relationship between social, economic and educational planning in developing countries. It is suggested that "countries are underdeveloped because their people are underdeveloped, having had no opportunity of expanding their potential capacities in the service of society." Attitude change is seen as being crucial to development and education is considered the chief means for changing attitudes. An emphasis on specifically vocational training rather than general formal education is seen as an immediately necessary expedient.

162. Curle, Adam, "Tradition, Development and Planning," Sociological Review, 8 (2), December, 1960, pp. 223-238

Presenting six capsule studies of particular societies in Pakistan, the author demonstrates his belief that the problem of development and tradition is best solved through the Community Development approach.

163. Current Official Publications Containing Statistics Relating to Education, Paris: UNESCO, 1961

164. Curtin, Philip D., Two Jamaicas: The Role of Ideas in a Tropical Colony, Cambridge: Harvard University Press, 1955

This might more properly be titled a history of social groups, institutions and ideas, for these are the major foci. The social and economic changes which occurred in Jamaica, principally but not exclusively in the period 1830-65, from just before emancipation to the demise of self-government are analyzed. The role of education is given considerable emphasis.

165. Cutright, Phillips, "National Political Development: Measurement and Analysis," American Sociological Review, 28 (2), April, 1963

In order to facilitate large scale cross-national comparisons of political systems, an index of political development is constructed which attempts to measure the degree to which a nation has complex and specialized political institutions. The scores on this index are correlated with other indicators of development for 77 independent nations. The level of political development is found to be highly correlated with communications level, economic development, education and urbanization. The usefulness of this analysis for testing some theories of social change is demonstrated.

166. Cutright, Phillips, "Political Structure, Economic Development and National Social Security Programs," American Journal of Sociology, 70, March, 1965, pp. 537-550

A Guttman scale of national social security programs is presented and used to rank the 76 nations of the world outside of Africa which were politically independent by 1960. The degree of national social security coverage is then related to indicators of economic development, literacy and urbanization and a political representativeness index. Social security coverage is most strongly associated with economic development, but when economic development is controlled it is discovered that more representative governments introduce social security programs earlier than less representative governments. It is also shown that new social security programs are more likely to follow political changes in the direction of more rather than less representativeness.

167. Damle, Y. B., Communication of Modern Ideas and Knowledge in Indian Villages, Cambridge: Massachusetts Institute of Technology, Center for International Studies, 1955

The extent to which modern ideas and knowledge have taken root in seven Indian villages is examined. The social structural conditions in each village are described as well as the amount of modern knowledge. It is determined that one of the key factors influencing whether such ideas and knowledge will be accepted is whether they can become functional within the existing social structure. It is concluded that the structural-functional point of view is useful in examining problems of communication.

168. Davis, Kingsley, "Population and Change in Backward Areas," Columbia Journal of International Affairs, Spring, 1950

Statistics of population density, income, literacy and urbanization are related to demographic problems in this early study. Neither migration, population control, nor rapid industrialization, separately or together, are seen as able to contribute to a smooth transition to economic improvement.

169. Davis, Kingsley, "The Role of Class Mobility in Economic Development," Population Review, 6 (2), July, 1962, pp. 67-73

The necessity of increasing vertical social mobility if the transition to an urban-industrial society is to be successfully achieved is considered. The body of the article examines ten ways in which such mobility helps to further economic development. Traditional societies are seen to be poorly equipped for development not because of their inequities but because of their immobility.

170. Davis, Kingsley, and Hilda Golden, "Urbanization and the Development of Pre-industrial Areas," Economic Development and Cultural Change, October, 1954

171. de Briey, P., "The Productivity of African Labour," International Labour Review, 72 (2-3), August-September, 1955, pp. 119-137

Motivational factors, social and economic ties, and pathological problems are examined in relation to improving the productivity of the African worker. Suggestions are made for resolving these difficulties.

172. DeGraft-Johnson, J. C., "African Traditional Education," Presence Africaine, April-May, 1956, pp. 51-55

173. Delorenza, Neto A., "Fundamentos Sociologicos da Planifacao. Aspectos Regionais e Locais," (Sociological Foundations of Planning. Regional and Local Aspects), Sociologia (Sao Paulo), 22 (4), December, 1960, pp. 397-414

174. Demographic Yearbook, United Nations, annual

175. Denendra, Pal Verma, "Social Change in India," Indian Journal of Political Science, 20 (4), October-December, 1959, pp. 335-342

176. Dennis, Wayne, The Hopi Child, New York: D. Appleton Century, 1940

An anthropological study of the behavioral development of Hopi children which discusses the extent to which primitive customs are, or are not, preserved in modern pueblo life. The Hopi child is considered not only as a member of Hopi society but also as he comes in contact with other culture patterns.

177. Desai, A. R., "Community Development Projects - A Sociological Analysis," Sociological Bulletin, 7, September, 1950, p. 152 +

This analysis of the barriers to effecting implementation of Indian Community Development Projects illustrates the necessity of isolating the real positions of leadership on the community level to bring about enthusiastic volunteer cooperation and support. The author maintains that the Programme essentially supports the upper strata of the rural population and primarily benefits the minority in strengthening it institutionally. Consequently the Programme is futile and becoming harmful.

178. De Sola Pool, Ithiel, "The Role of Communication in the Process of Modernization and Technological Change," in Bert F. Hozelitz and Wilbert E. Moore, Industrialization and Society, Paris: UNESCO -- Mouton, 1963

The major thesis is that the mass media, particularly radio and television, can contribute substantially to the development process by providing "psychic initiation" of the masses into the society in which they are to participate. The behavioral changes required by modernization must be psychically rehearsed many times before actual performance. A number of specific contributions of the mass media to development of required behavior and values are detailed.

179. Deutsch, Karl W., An Inter-Disciplinary Bibliography on Nationalism 1935-53, Cambridge: The Technology Press of M. I. T., 1956

A selective bibliography accenting the theoretical and conceptual framework for the study of nationalism. Also includes some area studies.

180. Deutsch, Karl W., "Social Mobilization and Political Development," The American Political Science Review, 55 (3), September, 1961, pp. 493-514

Social mobilization is seen both as cause and effect of the total modernization process, involving 1) the uprooting of old patterns, 2) stable induction into the new. A series of indicators of the rate of the mobilization process are developed, some reflecting increasing demands upon the political structure and the others increased capabilities for meeting those demands. A model is developed and political implications of differential rates of growth in the various indicators are discussed at some length. Presented as illustrative are tables showing both aggregate and change data for 19 countries using the indices for which figures could be found or computed.

181. Deutsch, Karl W., "Toward an Inventory of Basic Trends and Patterns in Comparative International Politics," American Political Science Review, 54, March, 1960

Background conditions necessary for political stability and increasing political capability are analyzed and related in a mathematical model. A code number technique is then developed for the simultaneous inspection of many variables. A measurement profile and rating profile, consisting of variables relevant to political stability or capability, are then constructed. The usefulness of the code number technique for summarizing the position of a country on all these variables is shown. The use of matrix analysis based on a "null" or "indifference" model, as applied to measuring transaction flows between governments, is briefly discussed. A long list of desirable data and ratios for stability and capability analysis (many of which would be useful for study of social change) is finally constructed.

182. Development of a Middle Class in Tropical and Sub-Tropical Countries, Brussels: International Institute of Differing Civilizations, 29th Session, 1956

183. The Development of Higher Education in Africa, Paris: UNESCO, 1963

184. de Vries, Egbert, and Jose M. Echavarria (eds.), Social Aspects of Economic Development in Latin America, I, Paris: UNESCO, 1963

The various social sciences, sociology particularly, are represented in this collection of working papers presented to the UNESCO-organized Expert Working Group on the Social Aspects of Economic Development in Latin America. The papers are organized within four broad categories: the present socio-economic situation; prerequisites for rapid economic development; development programming strategy; and the roles of education, administration and research in development.

185. Dodd, Stuart C., "The Scientific Measurement of Fitness for Self-Government," The Scientific Monthly, February, 1964, pp. 94-99

A brief description of how additive scales might have practical application, taking into consideration regional cultural variations.

186. Dohrenwend, Bruce P., and Robert Smith, "A Suggested Framework for the Study of Acculturation," in Verne F. Ray (ed.), Cultural Stability and Cultural Change, Seattle: American Ethnological Society, 1957

187. Doob, Leonard W., Becoming More Civilized, A Psychological Exploration, New Haven, Conn.: Yale University Press, 1960

This author views "civilized" and "uncivilized" as two points on a continuum and presents 27 hypotheses concerning personality traits and changes internal to individuals that relate to movements along the continuum from "uncivilized" to "civilized."

188. Dore, R. P., Education in Tokugawa Japan, Berkeley: University of California Press, 1965

A close examination of education in the nearly three centuries of the Tokugawa period (c. 1580-1868). This period was marked by the institutional inertia of the feudal system, interspersed with periodic reform movements in government structure and economic and social policy, and brought to an end by the increasing crisis in foreign relations which resulted in the Meiji Restoration.

Dore indicates that by the end of the Tokugawa period Japan was probably better educated than most European nations of the same period.

189. Dore, R. P., "Japanese Rural Fertility: Some Social and Economic Factors," Population Studies, July, 1953

Trends, both long and short range, in a variety of factors affecting fertility in rural areas are considered. Some consideration is given to changing attitudes toward birth control among rural inhabitants.

190. Driver, Harold E., "Introduction to Statistics for Comparative Research," in Moore (ed.), Readings in Cross-Cultural Methodology, New Haven: HRAF Press, 1961

A description of some elementary statistical techniques frequently used in comparative research. A very minimal knowledge of algebra is assumed. The Q, Phi, and Chi square coefficients are presented, along with brief discussions of sampling problems and the use of computers, cluster analysis, and factor analysis in large-scale studies.

191. Echavarria, J. M., and Benjamin Higgins, Social Aspects of Economic Development in Latin America II, Paris: UNESCO, 1963

This book juxtaposes the views, oft-times similar and yet significantly divergent, of Jose Echavarria, a sociologist who takes a wide-ranging over-all view of society, and Benjamin Higgins, who takes a more specifically economic approach, as to the present social and economic situation in Latin America, and both possible and probable future developments. A conclusion by H. M. Phillips points up the significance and nature of the congruencies and divergencies of these two views.

192. Eckstein, Alexander, "Individualism and the Role of the State in Economic Growth," Economic Development and Cultural Change, VI (2), January, 1958, pp. 81-87

A discussion of the role the state may need to play in the process of economic growth. Consideration is given to the need for intensified government activity in some underdeveloped states today to compensate for past negative or passive roles vis-a-vis the economy. Prompt government activity of a minimal amount is suggested as a possible substitute for more massive later activity.

193. Econometric Models of Education, Paris: OECD, 1965

A highly mathematical model for manpower planning of education for economic development is presented in the first of these collected papers. The following three papers describe the application of this model in Spain, Turkey and Greece. The final essay is an appraisal of the utility of the model.

194. Economic and Social Aspects of Educational Planning, Paris: UNESCO, 1964

195. Economic, Social and Political Change in Underdeveloped Countries and Its Implications for U. S. Foreign Policy, Boston: Center for International Studies, Massachusetts Institute of Technology, 1960

Presents a broad rationale for United States policy in the underdeveloped countries. Suggests objectives of U. S. policy in dealing with transitional societies, but excludes specific recommendations for implementation. Utilizes Rostow's stages of development. The fourteenth of fifteen studies reviewing world conditions and trends and the role of U. S. policy, authorized by the Committee of Foreign Relations of the Congress of the United States.

196. "Education and Social Change in Latin America," Rural Sociology, 25 (1), March, 1960

The entire issue is devoted to the topic indicated in the title. Of particular relevance are the following articles, which are separately annotated.

"Higher Agricultural Education and Social Change in Latin America," Alvaro Chaparro and Ralph H. Aller.

"Rural Education and Socio economic Development in Brazil," J. Roberto Moreira.

"Social Structure and Information Exposure in Rural Brazil," Thomas Lucien Blair.

"Some Problems of Cross-Cultural Measurement," Charles E. Ramsey and Jenaro Collazo.

197. Education and Technological Development, The Yearbook of Education, 1954, London: Evans Bros., 1954

A collection of more than sixty essays dealing with the problems involved in using education to promote technological development. They are organized under six general headings: 1) Aims, Objectives and Implications of Technological Development; 2) Cultural Change; 3) Planning and Education; 4) Techniques and Methods; 5) Agencies of Administration; 6) The Impact of Western Culture. Although many of the essays are theoretical or area studies the greatest share are concerned with specific countries or sub-national areas.

198. Education and Training, Science and Technology for Development Series, Vol. VI, New York: United Nations, 1963

This is one of a series of reports arising from the United Nations Conference in the Application of Science and Technology for the Benefit of the Less Developed Areas. Its main theme is that education is the prime necessity in the development process. The focus is upon the creation of sufficiently trained cadres of scientific and technical personnel, although some consideration is given to changing the attitudes of people so they may adjust to a technological world.

199. Education for Community Development -- A Selected Bibliography, Education Studies and Documents No. 7, Paris: UNESCO, 1954

200. Education for National Development, Focus: Latin America, Washington, D.C.: American Association of Colleges for Teacher Education, 1964

Report of the Sixth Annual AACTE Conference on International Understanding. The conference focused upon the development of human resources in Latin America through education. Of particular relevance are the following:

"Judging the Worth of an Educational Aid Program," Harold R. W. Benjamin; "The University and Latin-American National Development," Arturo Morales-Carrion.

201. Educational Planning in Developing Countries, New Delhi: Regional Centre for the Training of Educational Planners, Administrators and Supervisors in Asia, 1963

202. Edwards, Allen, Techniques of Attitude Scale Construction, New York: Appleton-Century-Crofts, 1957

A basic handbook describing the procedure and discussing the theoretical foundations of a variety of attitude scaling techniques. For the student of social development Chapter Seven, an elementary consideration of Guttman scalogram analysis, is most valuable.

203. Eells, Walter Crosby, The Literature of Japanese Education 1945-54, Hamden, Conn.: Shoestring Press, 1955

204. Eggan, D., "Instruction and Effect in Hopi Cultural Continuity," Southwestern Journal of Anthropology, 12, 1956, pp. 358-365

205. Eisenstadt, S. N., Essays on Sociological Aspects of Political and Economic Development, The Hague: Mouton, 1961

An attempt to systematize the sociological factors influencing political development is first made, presenting common and varying characteristics among societies, in order to present a starting point for further research. A close examination of the impact of social structure and values upon development in Israel comprises the second half of the work.

206. Eisenstadt, S. N., From Generation to Generation, New York: The Free Press, 1956

This is a comparative study of the relationship between age groups and social structure in all types of societies, from primitive to modern, using the concepts and logic of Parsonian structural-functional theory. The major postulate is that age groups, particularly youth groupings, arise in societies where the family (nuclear or extended) is not the main social and economic unit. They serve as channels for learning those roles which cannot be learned within the family. There is also a lengthy analysis of the oft-found deviancy of age groups in modern societies.

207. Eisenstadt, S. N., The Political Systems of Empires, New York: The Free Press, 1963

Sociological concepts are applied to the analysis of historical societies, bureaucratic empires in particular, in an attempt to find through comparative analysis, patterns or laws in the structure and development of such political systems. A number of hypotheses are advanced concerning such development and the relationship between political and other spheres of social action, some of which are applicable to contemporary political development.

*208. Eisenstadt, S. N., "Sociological Aspects of Political Development in Underdeveloped Countries," Economic Development and Cultural Change, 5 (4), July, 1957, pp. 289-307

This paper presents some hypotheses on the main sociological factors which influence political processes and institutions in underdeveloped areas. Of particular interest are the chapters on the uneven change in colonial societies and this influence upon political movements and the new pattern of political participation and motivation. In this last context, the writer discusses the problem of recruiting (and developing) the "political entrepreneurs."

209. Elder, Glen H., Jr., "Family Structure and Educational Attainment: A Cross-National Analysis," American Sociological Review, 30 (1), February, 1965

Parental dominance has been generally found to be negatively related to scholastic progress and the desire to achieve. Analysis of interview data from the U. S., Great Britain, West Germany, Italy and Mexico was used to test this hypothesis cross-culturally. It was found that parental dominance in adolescence was negatively associated with probability of reaching secondary school in all five nations. Although size of birthplace, religion and social class were also related to educational achievement, parental dominance retained its effect when these variables were controlled, except where conditions indicated a lack of educational opportunity.

210. Elkan, W., "The Employment of Women in Uganda," Inter-African Labour Institute Bulletin, 4 (4), 1957, pp. 8-23

The availability of female employment in Uganda is seen as being related to the type of manufacturing, the social pressures, cultural fears, and economic considerations.

211. Emerson, Rupert, From Empire to Nation, Cambridge: Harvard University Press, 1960

*212. Emery, F. E., and O. A. Oeser, Information, Decision and Action, New York: Cambridge University Press, 1958

This is a study of the psychological determinants of change in farming techniques described in five parts: theoretical background; the channels of influence; from exposure to adaptation; tactical and strategic planning; and additional theoretical considerations.

213. *Entrepreneurship and Economic Growth*, Cambridge, Mass.: Social Science Research Council and Harvard University Research Center in Entrepreneurial History, 1954 (mimeo)

214. Erasmus, C. J., *Man Takes Control: Cultural Development and American Aid*, Minneapolis: University of Minnesota Press, 1961

The major thesis of this work is that the motivational and cognitive attributes of human intelligence are the active agents of change, and that environmental conditions, both cultural and physical, are passive factors, setting gross limits. The creative potential of the individual is emphasized throughout. This thesis that man can cognitively direct changes in cultural behavior is developed through description and analysis of a number of case studies.

215. *Far Eastern Economic Review Handbooks*, Hong Kong, Yearly

Contains statistics, mainly economic but with some emphasis on education, for the countries of the Far East, including the People's Republic of China. Most of the data are taken from official government sources.

216. Fattahipour-Fard, Ahmad, *Educational Diffusion and the Modernization of an Ancient Civilization: Iran*, Unpublished Ph.D. Dissertation, Chicago: University of Chicago, 1963

Concerned with the process of educational diffusion in Iran. Attention is focused on factors influencing patterns and rates of change from traditional to modern types of education, and the diffusion of education, or its failure to diffuse. Findings are based upon statistical analyses of census data.

217. Feierabend, Iva K., et al., *Correlates of Political Stability*, Paper presented at the 1963 Annual Meeting of the American Political Science Association, September, 1963

218. Ferrari, A. T., "Analise Sociologica do Desenvolvimento Social," (Sociological Analysis of Social Development), *Sociologica* (Sao Paulo), 22 (4), December, 1960, pp. 356-384

219. Festinger and Katz, *Research Methods in the Behavioral Sciences*, New York: Dryden Press, 1953

220. Fillol, T. B., *Social Factors in Economic Development: The Argentine Case*, Cambridge, Mass.: M.I.T. Press, 1961

An attempt to isolate the social and cultural factors which account for the fact that Argentina, a country with rich resources, which had for a time been developing extremely rapidly, has lately been stagnating while most of the rest of the world has experienced almost unprecedented economic expansion. The key aspect of the Argentine "national character" in this regard seems to be the fact that Argentines are a "conglomeration" rather than a community. This combined with a static, passive apathetic value pattern, is regarded as the critical factor impeding long run Argentine development. The final section of the work examines the problems facing industrial management in an economic and social setting such as Argentina.

221. Firth, Raymond, Social Change in Tikopia: Re-study of a Polynesian Community After a Generation, New York: Macmillan Co., 1959

This work is the result of a return by Firth to the small Polynesian island of Tikopia, 23 years after his original field work there, to study social change. Four chapters are devoted to economic change, including a study of reaction to a crisis -- an impending famine caused by a hurricane. Subsequent sections are devoted to dynamics of residence patterns, marriage and kinship, leadership, social control, and religion. The final, and key, chapter, on "Processes in Social Change," depicts a crucial stage in which cumulative small "organizational" changes were about to take "structural" effect, altering the society's operative principles.

222. Firth, Raymond, and Basil S. Yamey, Capital, Saving and Credit in Peasant Societies, Chicago: Aldine Publishing Co., 1964

223. Fischer, Joseph, "Education and Political Modernization in Burma and Indonesia," Comparative Education Review, 9 (3), October, 1965, pp. 282-287

The experience of Burma and Indonesia is used to suggest possible future lines of research in attempting to unravel the impact of schooling, particularly at the secondary and higher levels, on political modernization. It is suggested that study of these educational institutions will be particularly fruitful in regard to analyzing and predicting political change.

224. Fischer, Joseph, "The Student Population of a Southeast Asian University: an Indonesian Example," International Journal of Comparative Sociology, 2 (2), September, 1961, pp. 224-233

A brief description, covering geographic and ethnic origin, religion, and parental occupation, with some analysis, of the composition of the student body of Gadjah Mada University in Indonesia.

225. Fischer, J., "Universities and the Political Process in Southeast Asia," Pacific Affairs, 36 (1), Spring, 1963, pp. 2-15

226. Fischer, Joseph, Universities in Southeast Asia: An Essay on Comparison and Development, Columbus: Ohio State University Press, 1964

A monograph which seeks to explore the feasibility of using the university as an institution for comparative analysis in developing countries, since a university constitutes "a microcosm of the larger society of which it is a part." The value of the university as a research unit for studying elite formation is well demonstrated. A good deal of information on specific universities in Southeast Asia is presented, as well as consideration of relationships between education and social, political and economic development.

227. Fischer, L. L., "The Japanese Schools for the Natives of Truk, Caroline Islands," Human Organization, 20 (2), Summer, 1961, pp. 83-88

A study of the impact upon the natives of Truk of schools established by the Japanese during their peacetime administration, 1924-39. The school system is described and both immediate and long range effects examined. The interplay between the native culture and the schools is the major focus, the process being viewed primarily from the point of view of the natives rather than the Japanese.

228. Fitzgibbon, R. H., "Colombia as a Laboratory for Change," Civilisations, 11 (2), 1961, pp. 130-139

Because of twentieth century Revolution in the area, the author considers Latin America as an ideal laboratory for the study of socio-politico-economic change. Choosing Colombia as a case in point, the author discusses changes in ethnic structure, political organizations, urbanization, growth of a middle class, land tenure and religion. Colombian society is seen as rapidly becoming more pluralistic.

229. Floud, Jean, et al., Social Class and Educational Opportunity, London: Reinemann, 1957

230. Floud, Jean, and A. J. Halsey, "Education and Social Structure: Theories and Methods," Howard Educational Review, 29 (4), 1959, pp. 288-296

The relationship of education to social structure in societies at different stages of development is discussed and consideration is given to the particular problems of viewing education and social institution in industrial societies.

231. Floud, Jean, and A. H. Halsey, "The Sociology of Education: A Trend Report," Current Sociology, VII (3), 1958

A report of the "state of the discipline" of educational sociology as of 1958. Special attention is paid to western Europe and the United States. The historical development as well as recent trends in each of the several branches of the discipline are covered. Emphasis is placed upon the work of professional sociologists who have been studying education. An extensive classified bibliography with some brief annotations is included.

232. Force, R. W., Leadership and Culture Change in Palau, Chicago: Chicago Natural History Museum, 1960

In this monograph, leadership is chosen to demonstrate the processes of cultural change. It focuses on the Palau Islands of Micronesia, an area in which new concepts of leadership have been and are being introduced, while traditional patterns of leadership and authority are being challenged.

233. Forde, Daryll, "The Conditions of Social Development in West Africa," Civilisations, III (4), 1953, pp. 471-489

A typology of traditional African social structures is established. The implications of these for social change is explored.

234. The Forecasting of Manpower Requirements, Washington: Dept. of State, A.I.D., 1963

235. Forrester, C. M., Social Prerequisites for Economic Development in Kenya, The Hague: Institute of Social Studies

236. Fortes, Moyer, Social and Psychological Aspects of Education in Taleland, London: Oxford University Press, 1938

237. Foster, George M., Traditional Cultures and the Impact of Technological Change, New York: Harper and Bros., 1962

Written in non-technical language, this book discussed the cultural, social and psychological "barriers," "stimulants" and "motivations" involved in sudden technological development. Major emphasis is directed toward traditional rural communities feeling the impact of development programs such as those of the U. N. or the Peace Corps. The role of the American specialist working in developing areas is discussed in some detail, with concern ranging from purely technical to broadly ethical problems encountered.

238. Foster, Philip, Education and Social Change in Ghana, Chicago: University of Chicago Press, 1965

A consideration of the problems of educational development, and its relation to other social changes, in Ghana, based on direct field study. The focus is on secondary school pupils, their vocational aspirations, social and ethnic backgrounds, and the occupational and educational status of their parents.

239. Foster, Philip, "Ethnicity and the Schools in Ghana," *Comparative Education Review*, 6, 1962, pp. 127-135

Traces some of the relationships between the schools and ethnic conflict in Ghana. It is argued that regional inequalities in the distribution of schooling tend to exacerbate ethnic conflicts, and that differential regional rates of change make such inequalities inevitable.

240. Foster, Philip, "Secondary School-Leavers in Ghana: Expectations and Reality," *Harvard Educational Review*, 34, 1964, pp. 537-558

Because of the great need to investigate the actual relationship between educational outputs and occupational destinations, a pilot study was undertaken on the occupational activities of a sample of school-leavers from Ghanaian secondary schools. An important consideration is that without less restricted access into higher education, secondary education is terminal for an increasing proportion of pupils. Thus, many enter the labor market with an attitude of discontent at having not advanced to a higher education level, having therefore been forced into taking positions offering less prestige and opportunity.

241. Foster, Philip J., "Secondary Schooling and Social Mobility in a West African Nation," *Sociology of Education*, 37 (2), Winter, 1963

An examination of the Ghanaian secondary-school system and an analysis of the link between the "non-class" character of Ghanaian society and the fluidity of the school recruitment pattern. The author hypothesizes that some unique features of Ghana's polity and economy have led to a greater concern with education as an instrument of social mobility in that country.

242. Fox, Thomas G., and S. M. Miller, "Economic, Political and Social Determinants of Mobility: an International Cross-Sectional Analysis," *Acta Sociologica*, 1966

Using multiple regression and partial correlation analysis a complex of possible determinants of social mobility are investigated. Intergenerational outflow mobility between manual and non-manual occupations is related to five variables, GNP per capita, primary and secondary school enrollment as a percent of population aged 5-19, political stability, percent of population in localities with over 20,000 population, and achievement motivation, using data from 12 nations, all European except the U. S. and Japan. The five mobility determinants together account for more than 80% of the mobility variance. Of the five determinants, education is most closely associated with upward mobility and is the second most important source in explanation of variations in upward mobility, political stability being the most important source in explanation.

243. Francis, E. K., "Prolegomena to a Theory of Social Change," *Kyklos*, 14 (2), 1961, pp. 213-233

The formulation of a general theory of the processes of social change is viewed as one of the chief tasks of sociology. None of the societal models currently extant are viewed as providing an adequate basis for building such a theory. These models, particularly the structural-functional model are examined in detail. Several working definitions and distinctions useful to this task are proposed.

244. Frankel, Herbert, *The Economic Impact on Under-developed Societies*, London: Oxford University Press, 1953

245. Frazer, T. M., "Sociocultural Parameters in Directed Change," *Human Organization*, Spring, 1963

246. Freed, S. A., "Suggested Type Societies in Acculturation Studies," *American Anthropologist*, 59 (1), February, 1957, pp. 55+

This is a study of the conscious organized efforts of small ethnic groups to maintain, during acculturation, those aspects of culture most highly valued. Successful perpetuative movements are organized in one of two different fashions, typified by the shletl (small-town) eastern European Jews and the Old Order Amish of Pennsylvania. The key to successful value preservation is held to be in a group's social organization.

247. *Freedom of Information: Development of Information Media in Under-developed Countries*, Report by the Director-General of UNESCO, Paris, 1961

248. Freeman, Linton C., and Robert F. Winch, "Societal Complexity: An Empirical Test of a Typology of Societies," *American Journal of Sociology*, LXII (5), March, 1957

Using Guttman's scalogram analysis, the authors test polar ideal types for their empirical basis. They conclude that societal complexity is a unidimensional phenomenon, and that scaling techniques may be used to describe and arrange societies through allowing comparison of the complexity of various cultures.

249. French, Elizabeth G., "Some Characteristics of Achievement Motivation," *Journal of Experimental Psychology*, 50, 1955, pp. 232-236

250. Freyre, Gilberto, *The Masters and the Slaves: A Study in the Development of the Brazilian Civilization*, New York: Knopf, 1956

This is the classic study of Brazilian development. The role of three groups is considered: the Portuguese conquerors; the aboriginal Indians; and the imported Negro slaves.

251. Friedl, Ernestine, "Lagging Emulation in Post Peasant Society," American Anthropologist, 66 (3), Part I, 1964

Friedl defines "lagging emulation" as a process whereby lower prestige social groups, when they have acquired new forms of opportunity, adopt what they conceive to be the behavior of those with greater prestige. "The emulation 'lags' in that the behavior imitated is that which reached its acme as a prestige symbol for the higher social group at an earlier period in its history, and is now obsolescent." Using data from mainland Greece she demonstrates that lagging emulation provides a transition mechanism for transforming rural peasantries into an occupational non-peasant segment fully integrated into national society and culture.

252. Friedl, Ernestine, "The Role of Kinship in the Transmission of National Culture to Rural Villages in Mainland Greece," American Anthropologist, 61 (1), 1959

The article discusses the role of kinship ties as a mechanism through which urban cultural influence is extended to rural areas. Because of the large amount of social mobility existing in Greece, the coherence of the family unit is not lessened by the fact that its members occupy varying social positions and live in different communities. Hence, urban ideas, attitudes, and life styles are introduced to the villagers through urban relatives.

253. Friedmann, John, "Cities in Social Transformation," Comparative Studies in Society and History, 4 (1), November, 1961

The role of the city in national social transformation is considered. Cities in all cultures, industrial and pre-industrial, are seen as basically similar, characterized by varying degrees of heterogeneity, cultural vitality, inventiveness, creativity, rationality and civic consciousness. Total cultural transformation, of which economic growth is a part, is centered in and flows outward from urban areas. Total societal urbanization, meaning the adoption by all in the society, wherever they live, of urban life-styles, is seen as the end result of modernization.

254. Fuchs, S., The Children of Hari, Vienna: Verlog Herold, 1950, 446 pp.

This is a carefully detailed account of castes belonging to the lowest stratum of Indian society. Specifically, a description of the economic, social and religious life of the Balahis of the Central Provinces. The author has demonstrated the complex culture beneath the drabness and poverty of Balahi life, and shows the problems of the depressed classes to be social and political problems of the whole Indian nation. The problems of the caste system related to development are indicated by the difficulty met in efforts to ameliorate the educational and economic conditions of these people as compared to the relative success accompanying the efforts to do the same for the aboriginals.

255. Fujii, Yukio, and T. Lynn Smith, The Acculturation of the Japanese Immigrants in Brazil, Gainesville, Fla.: University of Florida Press, Latin-American Monographs, No. 8, 1959

The history of Japanese immigration to Brazil and demographic analyses of the immigrants and of Japanese and persons of Japanese descent presently living in Brazil are related to 1) adjustment to the physical environment, 2) changes in community structure, 3) changes in social institutions, and 4) changes in ethics. The focus is upon the differentiation of Japanese Brazilian from traditional rural Japanese society.

256. Gable, Richard W., "Culture and Administration in Iran," Mid East Journal, Autumn, 1959, p. 414+

257. Geertz, Clifford, "The Integrative Revolution: Primordial Sentiments and Civil Politics in the New States," in Geertz, C. (ed.), Old Societies and New States, New York: Free Press of Glencoe, 1963, pp. 105-157

This deals with the conflict between primordial and civil sentiments in the new states. It examines the various tensions which produce dissension in new governmental entities, largely due to the two primary motives of such states: 1) a search for identity and immediate outside recognition of such identity, and 2) a demand for progress as expressed in the desire to build a dynamic modern state. Brief treatment of the patterns of primordial diversity and of political response to those patterns in Burma, India, Indonesia, Lebanon, Malaya, Morocco, and Nigeria are included. In all these a common developmental tendency -- that of the merging of several limited primordial groups into larger units within the national framework seems to exist. This "modernizing" of ethnocentrism is seen as a benefit to the development of national political institutions.

258. Geertz, Clifford (ed.), Old Societies and New States, New York: The Free Press of Glencoe, 1963

This book is a collection of eight articles dealing with a multiplicity of problems with which the Committee for the Comparative Study of New Nations is concerned. The research deals with those new nations which have gained independence from colonial status since 1945. The articles range widely in focus, including works on the politics of economic growth, social change, innovation, comparative law, comparative education, social discontinuity, and the development of loyalty and authority. (See annotations for individual articles by Bowman and Anderson, Geertz, LeVine and Shils.)

259. Geertz, Clifford, "Religious Belief and Economic Behavior in a Central Javanese Town," Economic Development and Cultural Change, 4 (2), 1956, pp. 134-158

A preliminary treatment dealing with religious belief and economic behavior, intended as a model for future similar analyses. It is largely concerned with the three world outlooks of abangan (adherents of the localistic "Javanese religion"), santri (the pious Moslems who attempt to keep Islam untainted by local custom), and prijaji (the literati). Although economic practices, occupations, political parties, social organizations, residential areas, and family patterns are determined by these three major cultural orientations, each is not isolated but may interact, oppose, or reinforce the others.

*260. Geertz, Clifford, "Ritual and Social Change: A Javanese Example," American Anthropologist, 59, pp. 32-55

The author attempts to distinguish analytically between the cultural and social aspect of human life; to treat them as independently variable yet mutually interdependent factors. In most societies, where change is a characteristic rather than an abnormal occurrence, more or less radical discontinuities between the two will be found. The author argues that it is in these very discontinuities that some of the primary driving forces in change will be found.

261. Germani, Gino, and Kalman Silvert, "Politics, Social Structure and Military Intervention in Latin America," Archives Europeennes de Sociologie, II (1), 1961

Two typologies are established for classifying and analyzing the Latin American nations. The relationship between military action and social and economic development is explored with a six-"stage" chronological typology. Ten forms of institutional civil-military relations are then isolated for the second typology.

262. Gerschenkron, A., "Social Attitudes, Entrepreneurship and Economic Development," Explorations in Entrepreneurial History, 1953

Theories relating the prevailing climate of opinion to the quality and quantity of entrepreneurship are reviewed. The suggestion is made that the process of growth is not seriously affected by hostile social attitudes toward the entrepreneur unless the attitudes become institutionalized in government action.

263. Gilfillan, S. C., "Social Implications of Technical Advance," Current Sociology, I (5), 1953

264. Ginsberg, Norton, Atlas of Economic Development, Chicago: University of Chicago Press, 1961

Maps showing the world distribution of 48 indicators of economic development are presented, along with the data upon which the maps are based and discussions of the development and relevance of each indicator. Although many of the indicators are standard they are often presented in new ways and there are several "new" indicators developed. Direct factor and multiple regression analyses are used to isolate "4 patterns" or complexes which underlay the 48 original indicators. These patterns are tabled and mapped.

265. Golden, H. H., "Literacy and Social Change in Under-developed Countries," Rural Sociology, 20, 1955, pp. 1-7

This paper deals with the relationship between literacy and industrial development and the implications this relationship holds for social change. Some countries are deviant in this respect, showing more or less literacy than would be associated with their industrial development. Using regression equations, these deviant countries were isolated for further analysis in two areas: 1) to identify factors that might account for the differential support of education, 2) to suggest the role of educational achievements in future economic development.

266. Goldkind, Victor, "Social Stratification in the Peasant Community: Redfield's Chan Kom Reinterpreted," American Anthropologist, 67 (4), August, 1965, pp. 863-884

Redfield's interpretation of the Mayan peasant village of Chan Kom in Yucatan as a homogeneous community with no evidence of social classes, is questioned. Using Max Weber's three dimensions of stratification, 1) economic class, 2) status group of social class, and 3) a party or organized interest group, the author finds strong evidence of heterogeneity associated with the economic, status, and political stratification of the Weberian concept.

267. Goldrich, Daniel, "Peasants' Sons in City Schools: An Inquiry into the Politics of Urbanization in Panama and Costa Rica," Human Organization, 23, Winter, 1964

This study of peasants' sons in urban vocational schools in Panama and Costa Rica concludes 1) that most of the families were, during the students' childhood, oriented toward urban life and helped prepare them for migration and the opportunities available in the city, and 2) that family ties remained strong, the students relying on their parents for both political and personal advice and direction. The study suggests that the relatively stable lower-class agrarian family can best mobilize the psychological and material resources to support their sons' secondary education. It was further found that among these potential leaders of the urban mass, urbanization is associated with an increasingly moderate style in politics.

268. Goldsmith, R. W., The Comparative Study of Economic Growth and Structure, New York: National Bureau of Economic Research, 1959

269. Goode, William J., Industrialization and Family Change, Chicago: UNESCO Conference on the Social Implications of Industrialization and Technological Change, University of Chicago, 1960

270. Goode, William J., World Revolution and Family Patterns, New York: Free Press of Glencoe, 1963

An effort to describe the main changes in family patterns that have occurred over this past half-century in Japan, China, India, the West, Sub-Sahara Africa, and the Arab Countries.

Hypotheses are offered as to family behavior and values to be expected to develop over the next generation. The idealized and actual role of the conjugal family in modern industrial society is critically examined.

271. Goodenough, Ward H., Cooperation in Change: An Anthropological Approach to Community Development, New York: Russell Sage Foundation, 1963

The purpose of this work is to introduce the reader to the range of anthropological concepts and insights bearing on the problem of agent-client cooperation in social and cultural change. While not attempting to present a detailed theory of change, one of its aims is to contribute to the development of such a theory. The first, and longest, section, "Theory," interweaves generalization and illustration concerning such concepts as wants and needs, custom and value, beliefs, identity change, and the processes of cultural change. The second section, "Practice," overviews the agent of change and his role, social considerations in problems of practice, administrative relations, and "The pitfalls of cultural ignorance."

272. Goodman, Leo A., "On the Statistical Analysis of Mobility Tables," American Journal of Sociology, 70, March, 1965

273. Goodman, Leo, "Simple Statistical Methods for Scalogram Analysis," Psychometrika, 24, March, 1959

A number of quite useful statistical techniques for evaluating and interpreting scale patterns resulting from scalogram analysis are presented.

274. Goodman, Leo A., and William H. Kruskal, "Measures of Association for Cross-Classification," Journal of the American Statistical Association, 49, December, 1954, pp. 747-754

A highly useful discussion of a variety of measures appropriate for assessing the relationship among cross-classified data when the entire population is known. Most of the measures are interpreted in relation to a probablistic model.

275. Goodman, Mary E., "Culture and Conceptualization: A Study of Japanese and American Children," Ethnology, 1 (3), July, 1962, pp. 374-386

This study compares the conceptualizing habits of Japanese and American children. The author concludes that though difficulties are inherent in interpreting the data, differences in conceptualizing habits are inferable using Nadel's story-recall mode. She shows a definite link between cognitive functions and the influence of culture upon them.

276. Graciarena, J., "Dos Alternativas Politicas del Desarallo: Cambio Gradual o Revolucion," (Two Political Alternatives of Development: Gradual Change or Revolution), Revista de la Universidad de Buenos Aires, 6 (1), January-March, 1961, pp. 5-18

277. Green, Helen B., "Comparison of Nurturance and Independence Training in Jamaica and Puerto Rico with Consideration of the Resulting Personality Structure and Transplanted Social Patterns," Journal of Social Psychology, 51, February, 1960, pp. 27-63

This paper attempts to show that, although economic considerations play a major role in determining a child's socialization patterns and later his personality structure, other important differences exist due largely to the transplanted English, Spanish and American cultures. The impact of the Spanish culture in Puerto Rico is compared and contrasted with that of the English in Jamaica. The conclusion is reached that where economies are approximately alike, differences in child-raising patterns arise from variances in cultural tradition.

278. Greene, T. L., "Cross-Cultural Educational Adaptation in Ceylon," The Journal of Educational Sociology, 29 (7), March, 1956, pp. 292-304

The child-rearing practices of Ceylon, particularly the formation of values, are used to exemplify the problems which may arise in analyzing the social structure and value patterns of a society so as to program education for social change. Methods for meeting these problems are also suggested.

279. Greene, T. L., "Education and Social Needs in Ceylon," University of Ceylon Review, 10, 1952, pp. 297-316

280. Greep, Roy E., Human Fertility and Population Problems, Cambridge, Mass.: Schenkman Publishing Co., 1963

281. Gulick, John, Social Structure and Culture Change in a Lebanese Village, New York: Wenner-Gren Foundation for Anthropological Research, Inc., 1955

In two parts: there is a description of the culture of the village; and a theoretical discussion of stability and change in the culture. The stability of in-group behavior and values within the village are attributed to the fact that kin group, local group, and religious sect are essentially coterminous.

282. Gulliver, P. H., "Land Shortage, Social Change and Social Conflict in East Africa," Journal of Conflict Resolution, 5 (1), March, 1961, pp. 16-26

This article considers the growing scarcity of agricultural land resulting from population increase, a greater commercial demand for land, and technological advances. Since traditional systems of land tenure are dependent on the easy availability of land, the shortage has impinged on indigenous patterns of social relationships, the result being social conflict.

283. Hagen, Everett E., "How Economic Growth Begins, A General Theory Applied to Japan," Public Opinion Quarterly, Fall, 1958

Circumstantial evidence strongly suggests that certain social conditions bring about the requisite changes in personality to allow the socio-political changes necessary to modernization. On this basis the author formulates five "laws" governing the transition from a traditional to a modern society. Applying this theoretical scheme to the history of modernizing Japan, conditions evolving throughout the entire Tokugawa period are demonstrated to have been preparatory to the period of rapid sociological change fostering technical innovation during the latter 19th century.

284. Hagen, Everett E., "How Economic Growth Begins: A Theory of Social Change," Journal of Social Issues, 19 (1), 1963, pp. 20-34

The root cause of change from a traditional to an innovative social state has typically been a change in social structure leading certain members to perceive their roles and values as no longer respected. This causes resentment and anxiety, which alters the home environment, causing personality changes in ensuing generations, one of these changes being, under certain conditions, an increase in creativity which finds its outlet in economic innovation.

285. Hagen, Everett E., On the Theory of Social Change: How Economic Growth Begins, Homewood, Ill.: Dorsey Press, 1962

After examining and rejecting other theories of social change, Hagen advances his own psychological theory. Individual personality change is seen as the key to the process. When, within a traditional society, a lesser elite group perceives itself as losing status respect individual retreatism emerges. This alters the traditional home environment, creating within children a personality type which, if other conditions are favorable, is creative and economically innovative. The history of transition in several societies is analyzed as illustrative.

286. Hagen, Everett E., "The Process of Economic Development," Economic Development and Cultural Change, 5 (3), April, 1957, pp. 193-215

This essay analyzes the casual relationships between social and psychological phenomena and economic development (i.e., the introduction of continuing technological advance into "traditional" societies). The author groups the elements of change under six headings: technical knowledge; interpersonal relationships; social status; cultural lags; economic institutions; and motivations; The author and other writers in the field have enlarged upon and perfected the ideas presented in this preliminary article.

287. Hall, Edward T., The Silent Language, New York: Doubleday and Co., 1959

The thesis of this book is that culture is communication and communication is culture. It is primarily an analysis of the out-of-awareness aspects of communication. A great deal of attention is paid to the way in which a culture is learned through this silent language. A "Map of Culture," quite useful for classification of data, is included.

288. Hallowell, A. Irving, "The Psychological Dimension in Culture Change," in Hallowell, Culture and Experience, Philadelphia: University of Pennsylvania Press, 1955

One of four sections of a collection of Hallowell's writings, mostly revised and/or edited versions of earlier papers. Following a preliminary orientation to the field of psychological study of culture change, the results of field study among the Ojibwa Indians are reported. This field study was one of the earliest uses (1946) of projective tests to examine the psychological depth of the effects of culture change.

289. Halsey, A. H. (ed.), Ability and Educational Opportunity, Paris: OECD, 1961

A report of main themes of the Conference on Ability and Educational Opportunity, sponsored by O.E.C.D. in June, 1961. A representative sample of attitudes on this topic currently prevalent in Europe and North America. Includes a review of the Conference written by the editor plus six other papers on various aspects of the problem.

290. Halsey, A. H., et al. (eds.), Education, Economy and Society: A Reader in the Sociology of Education, Glencoe, Ill.: The Free Press, 1961

This volume contains many of the major papers of the years immediately preceding its publication. The materials are from many countries, though concentrated upon Western Europe and the U. S. Among those significant for development education are C. Arnold

Anderson's critique of the assumed mobility function of education, B. Bernstein's paper on linguistic skill and social class and Talcott Parson's analysis of the school class as a social system.

291. Hammad, Saloma I., "Some Notes on Educational Change in Egypt," The Journal of Educational Sociology, 29 (7), March, 1956, pp. 305-308

The gradual introduction of Western non-Islamic educational practices is traced. The major thesis is that such practices, originally introduced by the government to train the military after the French invasion have always been closely related to the state and severed from the cultural life of the people. Those interactions which have developed and are now developing more rapidly, between the new education and both the old education and the culture which supported and was supported by it are also analyzed.

292. Hanke, L. M., Jr., "Indifference to Modern Education in a Thai Farming Community," Human Organization, 17 (2), 1958, pp. 9-14

293. Hanson, John W., and Cole Brembeck (eds.), Education and the Development of Nations, New York: Holt, Rinehart and Winston, 1966

A book of readings covering a variety of aspects of education's role in the process of national development.

294. Harbison, Frederick, and Charles A. Myers, "Education and Employment in the Newly Developing Economies," Comparative Education Review, 8 (1), June, 1964, pp. 5-10

Basically a summary of the authors' book, Education, Manpower and Economic Growth (McGraw-Hill, 1964). Three reasons for considering education in over-all planning are examined. A four level typology of nations is advanced, including the underdeveloped countries, the partially developed countries, the semi-advanced and the advanced. Educational strategies appropriate to each are briefly detailed.

295. Harbison, Frederick, and Charles A. Myers, Education, Manpower, and Economic Growth, New York: McGraw Hill, 1964

A major, and something of a pioneering, work attempting to relate education to trained manpower needs. A Composite Index of Levels of Human Resource Development, consisting of the arithmetic total of the secondary school enrollment ratio and the higher education enrollment ratio, weighted by five, is used to classify the nations of the world in four levels: 1) Underdeveloped; 2) Partially developed; 3) Semiadvanced; and 4) Advanced. The manpower needs of each level are examined in detail and educational strategies appropriate to them devised.

296. Harbison, Frederick, and Charles A. Myers (eds.), Manpower and Education: Country Studies in Economic Development, New York: McGraw Hill, 1965

A series of studies illustrating the utility and application of high-level manpower planning in a variety of national settings. A companion volume to Education, Manpower and Economic Growth by the same authors.

297. Hart, Donn V., and Paul Meadows, An Annotated Bibliography of Directed Social Change, Syracuse, N.Y.: Maxwell Graduate School of Citizenship and Public Affairs, Center for Overseas Operations, Pakistan Project, 1961

More than 400 references concerning directed social change as related to economic advancement are included, with emphasis on agricultural improvement. Approximately one-half are annotated. The stress is on peasant societies, with an anthropological emphasis, although psychology, sociology and economics are represented.

*298. Hauser, Philip M., "Cultural and Personal Obstacles to Economic Development in the Less Developed Areas," Human Organization, 18 (2), 1959, pp. 78-85

Obstacles are considered in two categories: 1) as elements of the colonial heritage, which include: truncated social orders, pluralistic societies, over-urbanization, resurgent nationalism, and mass-disillusionment in respect of the timing of economic development; 2) as elements of Indigenous Culture, which include: value systems which conflict with material aspirations, highly stratified societies, age prestige and deference, prescientific mentality, atomism in inter-personal relations, and demographic imbalance.

299. Hauser, Philip (ed.), Population and World Politics, New York: The Free Press, 1958

300. Hauser, Philip M. (ed.), Urbanization in Latin America, Liege: UNESCO, 1961

301. Havighurst, Robert J., "Education, Social Mobility and Social Change in Four Societies: A Comparative Study," International Review of Education, IV (2), 1958, pp. 167-182

This article discusses the interrelations of education, social mobility, and social change in four societies which are in different stages of economic development -- Australia, Brazil, England, and the United States. The author hypothesizes that industrialism leads to social change, which in turn leads to individual and group social mobility. Since education may affect the pace of social change and mobility, the role of education is stressed.

302. Havighurst, Robert J., and Roberta Moreira, Society and Education in Brazil (Studies in Comparative Education, No. 4), Pittsburgh: University of Pittsburgh Press, 1965

This comprehensive study of the Brazilian education system focuses largely on events since 1945, but also includes necessary historical background material. In Brazil education is being deliberately used to speed and encourage rapid industrial and democratic development. Simultaneously with this use of the educational system as an agent for transforming society, the authors recognize that societal forces are shaping educational policy. Thus the basic institutions of the family, church, state and the economy are considered as interacting factors influencing education.

303. Hazelwood, Arthur, The Economics of Development: An Annotated List of Books and Articles Published 1958 - 1962, London: Oxford University Press, 1965

304. Hazelwood, Arthur, The Economics of Under-developed Areas - An Annotated Reading List of Books, Articles, and Official Publications, London: Oxford University Press, 1954

Mainly books published between 1930 and 1953, all in the English language. Fifty of the 600 items are starred, indicating their suitability as an introduction to the main topics.

305. Henry, Jules, "A Cross-Cultural Outline of Education," Current Anthropology, 1 (4), July, 1960

An extremely detailed outline of the educational process, designed to increase the scope and systematize the observations of the anthropological field worker. There are twelve major sections, such as, "On what does the educational process focus?"; "How is the information communicated?"; "Who educates?"; etc., each divided into many sub-sections. A set of explanatory notes is included, which are small theoretical essays.

306. Henry, Jules, and J. W. Boggs, "Child Rearing, Culture, and the Natural World," Psychiatry, 15, 1952, pp. 261-271

307. Herskovits, Melville, Cultural Dynamics, New York: Alfred A. Knopf, 1964

A republication of the theoretical portions of Herskovits' Cultural Anthropology (1955). The major portion of the work is devoted to "The Nature of Culture," and "Cultural Structure and Cultural Dynamics." The latter section is of particular relevance, dealing with the processes of culture change.

308. Herzog, John D., "Deliberate Instruction and Household Structure: A Cross-Cultural Study," Harvard Educational Review, 32 (3), Summer, 1962

Using a world-wide sample of 96 societies, the relationship between deliberate instruction of children by non-kin in societal beliefs and norms, and household structure is explored. It is found that household structure (extended, nuclear, polygnous or mother-child) is strongly associated with type of instruction (dichotomized relative to whether a change of the child's residence is or is not required while instruction occurs). There is an extensive, and speculative, consideration of the possible meanings of this finding. One implication noted is that predominant household structure may be an important consideration in determining the type of formal schooling appropriate to a developing society.

309. Hill, F. F., "Key Issues for Policy-Makers," International Development Review, 4 (4), December, 1962, pp. 4-8

A general article concerned with the problems of who is to be taught, what is to be taught, where and how are teachers to be secured and trained, and the role of American aid in developing educational systems.

310. Hill, Reuben, J. Mayone Stycos and Kurt Back, The Family and Population Control, Chapel Hill: University of North Carolina Press, 1959

311. Hodgkin, R. H., Education and Change, London: Oxford University Press, 1962, pp. 150

A very simply written little book to serve as an introduction to the problems associated with education's role in modernizing the underdeveloped countries. Though elementary, it touches upon the basic socio-psychological problems of development education.

312. Hoernle, A. W., and E. Hellman, "The Analysis of Social Change and Its Bearing on Education," Colonial Review, VII (8), 1952, pp. 237-240

The authors point out the impossibility of the (S. African) Bantu escaping radical social change, and maintain that the pressures of a modern world on Bantu Culture mean that Bantu Culture cannot survive. Their conclusion is that to adapt education to serve Bantu cultural institutions is impossible and impedes healthy and desirable development.

313. Hogbin, H. Ian, Social Change, London: Watts, 1958

The purpose of this book, which includes expansions and restylings of a series of lectures delivered at the University of Birmingham, is to indicate the variety of influences which may operate to promote or impede social change. A detailed examination of change in Melanesia leads to the conclusion that a study of change should concern itself with the social relationships involved. A variety of concepts and procedures which have been employed in such analysis are reviewed and evaluated. Values are seen as central to the acceptance or rejection of social change.

*314. Holmberg, A. R., et al., "Methods for the Analysis of Cultural Change," Anthropological Quarterly, 34 (2), 1961, pp. 37-47

"One of the most productive methods for the analysis of cultural change is that of dichotomizing contrasting characteristics (often abstract or ideal without actual examples in the real world) and ordering data on a continuum between the polar extremes. This method measures, essentially, social situations found in human social systems against ideal types." This method of analysis is applied to data from Cornell Peru Project in Vicos, Department of Ancash, Peru.

315. Honigmann, John J., "Education and Career Specialization in a West Pakistan Village of Renown," Anthropos, 55, 1960

This article attempts to isolate cultural and non-cultural factors related to the extraordinary production by one village of teachers, scholars, civil servants and administrators. A concern with rank maintenance, combined with limited arable land and adequate but shrinking income from agriculture, was found to motivate the higher classes to educate their offspring.

316. Honigmann, John J., and Richard J. Prestoh, "Recent Developments in Culture and Personality," Annals of the American Academy of Political and Social Science, 354, July, 1964, pp. 153-162

Review of developments in the field of culture and personality, or psychological anthropology, since 1959. The most important works are discussed in the text, the remainder being covered in extensive footnotes. The field of culture and personality is seen to be defined as the application of psychological perspectives to better understand social and cultural phenomena, particularly phenomena related to cultural change.

*317. Hozelitz, B. F. (ed.), "Agrarian Societies in Transition," The Annals of the American Academy of Political and Social Science, 305, May, 1956

A special issue designed to present some rather general and some more specific conclusions derived from a study of social conditions and consequences of technological modernization in underdeveloped countries. The contents are divided in two main portions. The first nine essays are concerned with some of the general social consequences and conditions of economic advancement in underdeveloped countries. They center on problems of population growth and urbanization, political movements and administrative institutions, entrepreneurship, labor conditions and standards of consumption, and on the general changes in value structures in society. The last six articles in this work apply the general principles and the general knowledge of social consequences of technical change to a series of particular countries: Japan; West Africa; Jamaica; Egypt; Ceylon; and Israel.

318. Hozelitz, B. F., "Entrepreneurship and Economic Growth," American Journal of Economics and Sociology, October, 1952

Personality factors affecting economic activities in general and capital formation specifically are analyzed. The relationship between personality factors and social structure is also discussed.

319. Hozelitz, B. F., "Main Concepts in the Analysis of the Social Implications of Technical Change," B. F. Hozelitz and W. E. Moore (eds.), Industrialization and Society, Paris: UNESCO-Mouton, 1963

Examines and contrasts the major extant typologies for contrasting traditional and industrial societies. The principal factors which seem to be crucial in the process of change are then examined.

320. Hozelitz, B. F., "Non-economic Barriers to Economic Development," Economic Development and Cultural Change, March, 1952

Such non-economic barriers to capital formation as lack of social mobility, adverse value systems, or monopoly of social prestige by one societal subgroup are discussed.

321. Hozelitz, B. F., "The Recruitment of White-Collar Workers in Underdeveloped Countries," International Social Science Bulletin, 6 (3), 1954, pp. 433-442

Not only is the recruitment of white-collar workers in underdeveloped countries discussed, but their role in economic development and their social status.

322. Hozelitz, B. F., "The Role of Cities in the Economic Growth of Underdeveloped Countries," The Journal of Political Economy, 61, 1953

323. Hozelitz, B. F. (ed.), Sociological Aspects of Economic Growth, New York: The Free Press, 1960

A reprint of nine essays on economic growth without comment or introduction by the editor. The emphasis is on changes in social structure and demography accompanying economic growth. The first essay is a summary and history of the main theories of economic growth.

*324. Hozelitz, B. F., "Some Potentialities and Limitations of Research on Social Implications of Technical Change," Civilizations, 6 (2), 1956, pp. 157-178

The author approaches four persistent questions in the studies of modernization: 1) What is the nature of the human and social consequences of technical change, especially in economically less advanced countries? 2) What kind of knowledge and procedures of enquiry have the social sciences developed to provide insights into the human and social consequences of technical change? 3) What problems arise in the attempt to apply this knowledge to actual situations? 4) What role can social science play in helping to study and devise concrete policies to mitigate the undesirable and disorganizing aspects of technical change?

325. Hozelitz, B. F., and Wilbert E. Moore (eds.), Industrialization and Society, Paris: UNESCO-Mouton, 1963

A collection of 15 papers by leading social scientists on the social implications of industrialization. Topics covered include: 1) Entrepreneurship and Innovation, 2) Consumption, Savings and Investment, 3) Government and Public Administration, 4) Urbanization, Population and the Family, and 5) Education and Communication. A summary of the substantive findings of the UNESCO conference at which these papers were presented is included. A number of the papers are annotated separately.

326. Hughes, Charles C., "The Patterning of Recent Cultural Change in a Siberian Eskimo Village," The Journal of Social Issues, XIV (4), 1958, pp. 25-35

Reports on a change in self-definition since 1940 among a group of Siberian Eskimo living on an island in the Bering Sea. Rather than simply using some aspects of mainland culture they have come to identify with it. The concomitant operation of four factors was found necessary to effect this change: 1) reasoned thinking about observed aspects of the new culture; 2) contact with other systems of belief; 3) presence of severe stresses; and 4) new opportunities for achieving security and satisfying aspirations.

327. Human Resources and Economic Growth: An International Annotated Bibliography, Stanford, Calif.: Stanford Research Institute, 1963

328. Hunnicutt, Clarence W. (ed.), America's Emerging Role in Overseas Education, Syracuse, N. Y.: Syracuse University School of Education, 1962

Ten papers drawn from a conference in 1962, which assessed America's past experiences in overseas education, and considered the future direction of America in international educational leadership. Part I considers the general problem; Part II examines four particular problems (special education, education for family living, instruction in foreign languages, and specific problems of Africa); and Part III discusses problems which may confront foreign students.

329. Hunt, Chester L. and Thomas R. McHale, "Education, Attitudinal Change and Philippine Economic Development," *Philippine Sociological Review*, 13 (3), July, 1965

Assessing the impact of Spanish and U. S. educational policies on the Philippines, the authors conclude that both have had a positive effect on development. Although colonial Spanish education had as its primary purposes religious indoctrination and sanctification of the status quo it did indirectly introduce to its few recipients the idea of an orderly rational world. U. S. policies, stressing mobility, mass education and literacy as a birthright, have spread literacy, increased rural-urban communication, provided avenues of mobility for some, and a mass base for higher education. Current problems, particularly value conflicts in the system, are analyzed.

330. Hutchison, H. W., "The Transformation of Brazilian Plantation Society," *Journal of Inter-American Studies*, April, 1961

331. *Institutional Reforms and Social Development Trends in Latin America*, Washington, D.C.: Inter-American Development Bank, 1963

332. International African Institute, *Social Implications of Industrialization and Urbanization in Africa South of the Sahara*, London, 1956

This work brings together a large amount of relevant documentation concerning the problem stated in the title. There is a survey of thirty previous studies, a preliminary report on urbanization in Stanleyville, the (Belgian) Congo, fifteen papers prepared for the UNESCO conference on industrialization and urbanization held in 1954, and a report of the findings of that conference.

333. *An International Bibliography of Technical and Vocational Education*, Educ. Studies and Documents, No. 31, Paris: UNESCO, 1959

334. *International Bibliography of the Social Sciences*, Four Series: *International Bibliography of Sociology*; *International Bibliography of Political Science*; *International Bibliography of Economics*; *International Bibliography of Social and Cultural Anthropology*, Chicago: Aldine Publishing Company, Annual

Compiled under the direction of UNESCO, these bibliographies attempt to be truly international, collecting references from most nations of the world. All types of publications, excluding unpublished typed manuscripts and material from the daily press, are included, with special emphasis on government reports. A detailed classification scheme is used.

335. International Labour Office, *Bibliography on Vocational Training*, Bibliographical Contributions No. 12, Geneva, 1957

Deals primarily with the training of production workers.

336. International Labour Office, "Economic Growth and Social Policy in Latin America: Seventh Conference of American States," International Labour Review, 84 (1 and 2), July-August, 1961, pp. 50-74

The activities of the conference are not reported. Rather the socio-economic conditions whose presence demonstrated the need for such a conference are discussed: employment structure, income distribution, employment opportunity, and the available vocational training.

337. International Labour Office, "The Use of Social Promoters at the Puno Base of the Andean Indian Program," International Labour Review, 86, September, 1962, pp. 247-259

One method used to attempt to bring the Andean Indians into the expanding economic sphere of the area was the use of "social promoters." The techniques of this method are described and the problems encountered related.

338. An International List of Education Periodicals, Paris: UNESCO and Education Press Association of America, 1957

339. International Survey of Programs of Social Development, United Nations, 1955 or 1959

340. Ishino, I., "Motivational Factors in a Japanese Labor Supply Organization," Human Organization, 15, Summer, 1956, pp. 12-17

An article based on the efforts of U. S. Occupation authorities to deal with a specific problem: how to free the sizeable bloc of Japan's labor force from the yokes of the "Bosses." It is pointed out that occupation officials tended to over-emphasize the role of wages and that, because institutionalization of industrial development was not uniform throughout the economy, segments of the labor force still had one foot in the tradition-bound folk society. Labor supply organizations are shown to have fulfilled the need for institutionalized practices to promote the welfare of the "inner group" members of those organizations.

341. Jaffe, A. J., People, Jobs and Economic Development: A Case History of Puerto Rico Supplemented by Recent Mexican Experience, New York: The Free Press, 1959

This book analyzes certain aspects of economic development in Puerto Rico in order to extract from that experience information which may benefit other underdeveloped parts of the world. The implications are relevant mainly to those countries that are partially developed, and roughly comparable to Puerto Rico. The approaches used regard economic growth as an interrelated series of events, part of a total process of socio-economic change. Part II titled "Implications for other underdeveloped areas" concludes by applying the "changes in employment levels" model to Mexico.

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342. Jahoda, Gustav, "Aspects of Westernization: A Study of Adult-Class Students in Ghana: I," British Journal of Sociology, XII (4), pp. 375 -386

Using a questionnaire requiring respondents to indicate agreement or disagreement, an attempt was made to assess the balance of traditional versus western values for part of the literate community of Ghana. A simple dichotomy was used for the men (90% of the respondents): LOW indicated elementary education only, and HIGH indicated schooling beyond that level. Several key statements were included twice, once framed positively in terms of western values and attitudes, and then rephrased to represent the traditional outlook. Frequency of contradictions in these answers seems to indicate ambivalence in some areas.

*343. Jeffreys, M. W., "Some Rules of Directed Culture Change Under Roman Catholicism," American Anthropologist, 58, pp. 721-732

Studies of early directed culture change as efforts on the part of the dominant group to modify and control its environment, of which the subject group is an important part. Attempt to account for psychological implications.

344. Johnson, John J. (ed.), Continuity and Change in Latin America, Stanford, Calif.: Stanford University Press, 1964

Eight papers emerging from a meeting sponsored by the Joint Committee on Latin American Studies, 1963. Beginning with the assumption that change and constancy are in conflict everywhere in Latin America and differ only in terms of degree, the thesis of this volume is that people, usually through collective action, rather than institutions, will determine whether forces at work in Latin America will advance or hinder social development. Each of the papers deals with a single social group, attempting to consider the relevance of these goals in terms of national interests.

345. Johnson, John J., The Military and Society in Latin America, Stanford, Calif.: Stanford University Press, 1964

The author analyzes the development and present role of the military in Latin America. He particularly emphasizes the role of the armed forces "elite" in influencing civilian affairs. The socioeconomic derivation of officers is stressed, since the author feels many Latin American officers are influenced more by their environment than by their military experiences. In addition, the techniques and methods employed by the armed services to influence decision-making or to control governments are discussed.

346. Johnson, John J., Political Change in Latin America: The Emergence of the Middle Sectors, Stanford, Calif.: Stanford University Press, 1958

This study has two aims: 1) to explore the circumstances surrounding the rise to political prominence of urban middle groups in Latin America; and 2) to examine how the influence of these groups upon national decision making has affected the current socio-economic orientation of five governments -- Uruguay, Chile, Argentina, Mexico and Brazil. Although it is commonly asserted that the middle class is of little or no importance in Latin America, Johnson maintains that the urban middle groups are vitally, perhaps decisively, important.

347. Johnson, John J. (ed.), The Role of the Military in Underdeveloped Countries, Princeton, N. J.: Princeton University Press, 1962

Eleven papers, focused on contemporary military-political developments in some of the new nations of the Middle East, Southeast Asia and Africa, as well as in Latin American countries. The authors consider the diverse roles of the armed forces in civilian affairs, the place of military governments in promoting national development and democratic practices, expenditures on the military, and the creation of modern armies within traditional societies.

348. Joshi, P. C., and M. R. Rao, "Social and Economic Factors in Literacy and Education in Rural India," Economic Weekly, Bombay, January 4, 1964, pp. 21-27

A study, done in 1958-60 in twelve selected villages of Uttar Pradesh, to discover the extent and pattern of literacy and education in different castes and economic groups. Significant conclusions reached (higher percentage of male literates, younger age groups more literate, association of literacy with both caste and economic status, etc.) all point to the vital linking of education with the general social structure.

349. Junod, Violaine I., and Idrien Resnick (eds.), The Handbook of Africa, New York: New York University Press, 1963

Contains gross statistics by nation for Africa, using United Nations, UNESCO, and IBRD figures.

350. Kahl, J. A., "Some Social Concomitants of Industrialization and Urbanization," Human Organization, 18, Summer, 1959

351. Kautsky, J. H., Political Change in Underdeveloped Countries: Nationalism and Communism, New York: Wiley, 1962

A collection of 12 essays, with extensive editorial commentary, focusing principally but not entirely on the problems of political change.

*352. Keesing, Felix M., Culture Change: An Analysis and Bibliography of Anthropological Sources to 1952, Stanford, Calif.: Stanford University Press, 1953

An excellent research review source on various aspects of culture change. The volume presents a chronological bibliography arranged alphabetically by author for each year (1865-1952) of 4,212 titles, chiefly the work of anthropologists, selected as having some theoretical or methodological significance in dealing with phenomena of culture change.

*353. Keesing, F. M., and M., Elite Communication in Samoa: A Study of Leadership, Stanford, Calif.: Stanford University Press, 1956

An experiment in analyzing communication in a non-Western society. Messages to, from, and among persons who wield influence in negotiation, public opinion formation, and decision-making are studied. The study is made under long term observation -- viewing problems within the total-culture context.

354. Keickhoff, A. C., "Anomie and Achievement Motivation: A Study of Personality Development within Culture Disorganization," Social Forces, 37, 1959, pp. 196-202

355. Kerr, Clark, et al., Industrialism and Industrial Man, New York: Oxford University Press, 1964

A study of the social implications of the world's entrance into "the age of total industrialization," maintaining that, whatever their present state, this is the direction in which all nations are moving. The focus is upon different types of "industrializing elites," -- their sources and strategies -- and the impact of their strategies on the total social system and particularly upon workers.

356. Kerr, C., et al., "Industrialism and World Society," Harvard Business Review, 39 (1), January-February, 1961, pp. 113-126

Basic thesis is that the world wide push to industrialize is reducing differences in ideology and social patterns. The forces making for uniformity and diversity are analyzed with the former being judged more powerful. The future of the underdeveloped world is seen as the struggle between these two sets of forces. The basic outlines of this socially, politically and economically uniform future condition are indicated.

357. Kerwin, R. W., "The Turkish Roads Program," The Middle East Journal, April, 1950

The various cultural and social obstacles encountered by this particular development project are related and the solutions devised are examined.

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358. Khan, N. A., "Problems of Economic Growth -- A Cross-Sectional Analysis," Eastern Anthropologist, 10 (3, 4), March-August, 1957, pp. 214-227

359. Kiser, Clyde V. (ed.), Research in Family Planning, Princeton: Princeton University Press, 1962

Contains a number of useful papers examining family planning programs in a variety of national and sub-national settings.

360. Kitchen, Helen (ed.), A Handbook of African Affairs, New York: African-American Institute, 1964

Contains various statistics of a political nature concerning African nations, mostly from such sources as the United Nations or UNESCO.

361. Kizilbash, Mehdi, "The Employment of Returning U. S. Educated Indians," Comparative Education Review, 8 (3), December, 1964, pp. 320-326

An overview of the factors making for dissatisfaction among U. S. educated Indians after they return home, concluding that "the short-run prospects for the satisfaction of Indians returning from the United States (are) very grim indeed." Some of the steps being taken to meliorate this problem, and to improve the quality of higher education in India so as to make study abroad less necessary, are described.

362. Kluckhohn, Clyde, and Dorothea Leighton, The Navaho, Cambridge, Mass.: Harvard University Press, 1946

One of a series of tribal monographs reporting on the various tribes investigated in the Indian Education Research Project, the situational and cultural context of Navaho life is dealt with in this book. Though the past is treated where necessary for better understanding, emphasis is on Navaho life in 1942-44. The authors discuss the difficulties which arise when new culture traits are learned externally and individually without the framework of concepts and premises which should underlie them. The book deals with two main questions: 1) How can minority people be dealt with so that they will not be a perpetual problem to the governing states in which they reside; while at the same time preserving the heritage of such minority peoples? 2) How can technical knowledge and the "modernizing" process be applied without completely disrupting the life ways of minority groups?

363. Kluckhohn, Florence R., and Fred L. Strodtbeck, Variations in Value Orientations, Elmsford, N. Y.: Row, Peterson and Company, 1961

A research study concerned with a theory of variations in value orientations and a method for the cross-cultural testing of the theory. Five communities in the American Southwest were studied: two American Indian communities, a Spanish-American village, a

Mormon settlement and a recently established homesteader village. The research instrument used in the study considted of 22 items divided among human-nature, man-nature, temporal, activity and relational orientations. Each item delineates a "life situation" believed to be typical of most rural or folk societies, and then lists alternative solutions within the various value-orientation frameworks. The author pays particular attention to two major types of "societal differentiation" common to all societies -- sub-group differentiation and behavior sphere differentiation.

364. Kobayashi, Tetsuya, "Tokugawa Education as a Foundation of Modern Education in Japan," *Comparative Education Review*, 9 (3), October, 1965, pp. 288-302

An examination of education in the Tokugawa period of Japanese history (the quality and extent of which was remarkable for its time) leads to the conclusion that it prepared the Japanese people for the social and political changes during the Meiji restoration and served as a basis for the early development of the modern school system.

365. Kolb, William L., "The Social Structure and Functions of Cities," *Economic Development and Culture Change*, IV, October, 1954, pp. 30-46

A re-evaluation and reformulation of the ecological generalizations concerning urban industrial social structure as propounded by Robert E. Parks. A major modification in the theory of urban industrial development and maintenance, typified by Chicago, is the attempt to assess the importance of the value orientations in the moral order and also the degree and significance of anomie in urban America. The author then undertakes to relate this theory to cities in underdeveloped areas. The pressure for industrialization of such cities seems to lead to the acceptance of universlistic-achievement values. The acceptance of these values is seen as leading to a predictable pattern of urban spatial, political, and social organization.

366. Kroeber, Alfred L., *Configurations of Culture Growth*, Berkeley: University of California Press, 1944

367. Kuhne, O., "El Progresa Technico y el Progresa Social," (Technical Progress and Social Progress), *Revista Mexicana de Sociologia*, 22 (3), September-December, 1960, pp. 823-846

368. Kunkel, John H., "Psychological Factors in the Analysis of Economic Development," *Journal of Social Issues*, 19 (1), 1963, pp. 68-87

Kunkel rejects Hagen's essentially psychoanalytic theory of economic development as undemonstrable and probably culture-bound. The change from a traditional to transitional society is explained instead in terms of an "operant conditioning" (differential re-enforcement and punishment) model -- the extent of entrepreneurial activity is seen as a function of 1) the rate of extinction of incompatible behavior, 2) changes in reinforcement generated by the normative structure, and 3) societal communication patterns.

369. Kunkel, John H., "Values and Behavior in Economic Development," Economic Development and Cultural Change, 13 (3), April, 1965

In contrast to the usual "psychodynamic" theories of development, which posit a set of values and attitudes underlying behavior, and attempt to explain development in terms of them, Kunkel puts forth a "behavioral" model. His model does not postulate, or in any way use, values, attitudes or needs, but focuses directly on the behavior changes involved in development, using experimental stimulus-response theory. After the model is presented the concepts of "value," "attitude," and "personality" as used by the psychodynamic school are critically examined, and several examples of behavioral analysis are given.

370. Kuznets, Simon, "Measurement of Social Implications of Technological Change," in G. Balandier (ed.), Les Implications Sociales du Progres Technique, Paris: Presses Universitaires de France, 1959, pp. 151-192

371. Kuznets, Simon, "Quantitative Aspects of the Economic Growth of Nations," Economic Development and Cultural Change (continuing series of special issues)

A rather monumental series of discussion of techniques appropriate for measuring and analyzing economic growth.

372. Kuznets, Simon, et al., Economic Growth: Brazil, India, Japan, Durham, N.C.: Duke University Press, 1955

Eighteen papers, originally presented at a conference in 1952, are included. Although treating India, Brazil and Japan, the papers are organized into three sections: 1) case studies of economic or agricultural development emphasizing formal economic aspects of growth; 2) demographic influences of economic growth; and 3) social and political influences on economic growth.

373. Lagos, Gustavo, International Stratification and Underdeveloped Countries, Chapel Hill: University of North Carolina Press, 1963

Covers in a broad fashion some of the relationships between social mobility and political development.

374. Lamb, Helen, "The Indian Business Communities and the Evolution of an Industrial Class," Pacific Affairs, XXVII, June, 1955, pp. 101-116

375. Lampman, Robert J., "The Low Income Population and Economic Growth," U. S. Congress Joint Economic Committee, 1959, Study Paper #12

A structural and statistical description of poverty plus some discussion of the theory and problems of eliminating poverty (specifically Galbraith's ideas).

376. Landy, David, Tropical Childhood: Cultural Transmission and Learning in a Rural Puerto Rican Village, Chapel Hill: University of North Carolina Press, 1959

The tools and concepts of both anthropology and psychology are used to study child-rearing in the Valle Cana of Puerto Rico. The social and cultural context of life is first considered, followed by analysis of the creation of a family through marriage and procreation. The child-rearing process itself is then examined. Finally, child training in Valle Cana is compared with that in New England. One of the appendices contains a description of problems involved in cross-cultural data-gathering.

377. La Piere, Richard T., A Theory of Social Control, New York: McGraw Hill, 1954

An attempt to devise a theory to account for behavior not completely explained by socialization or situational interaction. A third force is found, social control, which is exercised by small intimate groups to induce conformity by members to group norms or standards. The key operant is the provision or withdrawal of a type of status which only the group can provide, and which the individual strives for.

378. Laska, John A., "The Stages of Educational Development," Comparative Education Review, 8 (3), December, 1964, pp. 251-263

To provide a basis for educational policy-making a typology is developed based upon completion ratios for primary, secondary and higher education. Using both logical and comparative analyses three developmental stages and a number of subtypes and deviations are isolated. The characteristics of each stage are then considered in some detail. It is argued that this typology marks a necessary evolutionary sequence.

379. Lasswell, H. D., et al., The Comparative Study of Elites, Hoover Institute Studies, Stanford University Press, 1952

This introduction to a series of elite studies analyzes the role of modern elites, and proposes a classification scheme for their comparison as a basic part of the research procedure in this field. Only elites of the 1890-1950 period are considered and attention is confined to the unit of the nation (as the largest body politic in whose name power has regularly been exercised). Elites are demonstrated to be functional derivatives of value systems, and an understanding of them is claimed to be vital to the study of contemporary revolutions. 30 page bibliography.

380. Lawler, Lawrence, "Educational Television and Its Role in Developing Countries," International Review of Education, 11 (3), 1965, pp. 326-335.

Some of the more elementary aspects of educational television, such as general types of programs and system organization, are reviewed. It is argued that educational television is necessary in developing nations to supplement the inadequate job being done by traditional educational practices.

381. Lazarsfeld, Paul F., and Rosenberg, The Language of Social Research, New York: The Free Press, 1955

382. Lazarsfeld, Paul F., and Sam D. Sieber, Organizing Educational Research, Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1964

Concerned with ways of improving the quality of educational research. Five recommendations are presented: encouraging interdisciplinary approaches to educational research; closer linking between independent agencies and universities and improved use of such institutes; establishment of field testing and demonstration centers; improving training programs, including differentiation of programs for teacher training, college teachers, and researchers.

383. Leibenstein, Harvey, Economic Backwardness and Economic Growth, New York: Wiley and Sons, 1957

A series of closely-related essays designed to aid in understanding 1) the nature of economic underdevelopment, seen as a state of quasi-equilibrium, and 2) the factors underlying the achievement of sustained economic growth. This is admittedly more a speculative than an empirical consideration of these matters. Non-economic variables are considered incidentally, but often usefully.

384. Leighton, D., and Clyde Kluckhohn, Children of the People, Cambridge: Harvard University Press, 1949

This study of the Navaho was written as part of the Indian Education Research Project undertaken by the Committee on Human Development of the University of Chicago and the United States Office of Indian Affairs. The project was concerned with the investigation, analysis and comparison of the development of personality in five Indian tribes within the context of their total environment. The book deals primarily with the psychological end-product in the individual, emphasizing the periods of childhood and youth.

385. Lerner, Daniel, "Communication Systems and Social Systems: A Statistical Exploration in History and Polity," Behavioral Sciences, 2 (4), October, 1957, pp. 266-275

This paper attempts to determine the degree of systematic relationship between communication and other institutions in most of the societies of the world. The degree of change in communication appears to coincide significantly with other behavioral changes in the social system. It appears also that radical departure from these historic relationships will lead to serious imbalances and possible breakdowns in the social system. The importance of this to planners for rapid social change is the implication that other factors may have to be employed along with new communications media in the orientation of "underdeveloped" populations in order to preserve the stability of the society.

386. Lerner, Daniel, The Passing of Traditional Society, New York: Free Press, 1958

A study of changing social structure in the Middle East. The focus is upon why and how individuals and their institutions modernize together. Extensive interview analysis leads to a conception of modernity as a participant life style, whose distinctive personality mechanism is empathy, the ability to picture oneself in another's social role.

387. LeVine, Robert, "Political Socialization and Culture Change," in C. Geertz (ed.), Old Societies and New States, New York: Free Press of Glencoe, 1963, pp. 280-303

The concept of political socialization and areas of research pertinent to this field of study are examined comparatively with particular reference to the new nations of Asia and Africa. Subtopics consider the role of socialization in political stability and change, in authoritarianism, and in learning processes.

388. LeVine, Robert A., and Barbara B., "Studying Child Rearing and Personality Development in an East African Community," Annals of the New York Academy of Sciences, 96 (2), January 20, 1962, pp. 620-628

389. Levy, Marion J., Jr., "Some Aspects of Individualism and the Problem of Modernization in China and Japan," Economic Development and Cultural Change, X (3), April, 1962, pp. 225-240

An essentially theoretical treatment of the relationship between individualism and development, individualism being defined as decision-making autonomy. Two types of individualism, by ideal and by default, are considered as to their social roots and their consequences for the modernization process. The experiences of China and Japan are examined within this context.

390. Levy, Marion J., Jr., "Some Sources of the Vulnerability of the Structures of Relatively Non-industrialized Societies to Those of Highly Industrialized Societies," in Bert F. Hozelitz (ed.), The Progress of Underdeveloped Areas, Chicago, 1952

391. Lewis, L. J., Educational Policy and Practice in British Tropical Areas, London: Thomas Nelson & Sons, Ltd., 1954

A survey of policies and practices in the more than 50 British tropical dependencies. This considers the four main groups: African, Caribbean, Far Eastern, and the islands in the Indian and Pacific oceans. Despite great diversity among these areas certain similarities with regard to educational development programs are observed. Especially emphasized is the way in which such education programs are related to economic and political events.

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392. Lewis, Oscar, The Children of Sanchez, New York: Random House, 1961

393. Lewis, Oscar, Five Families: Mexican Case Studies in the Culture of Poverty, New York: John Wiley and Sons, 1962

Presented as an "experiment in anthropological research design and reporting" this is a description of entire typical days among five Mexican families, four of which are among the rural or urban poor, and one from the nouveau riche. A number of insights into the personal human effects of cultural change are provided. The attitudes toward education in each of the families are revealed.

394. Lewis, Oscar, Life in a Mexican Village, Urbana: University of Illinois Press, 1951

An analysis of changes in Tepoztlan since Robert Redfield's 1926 study of that village. Though restudying and comparing his findings with those of Redfield, much new data is included.

395. Lewis, Oscar, "Urbanization without Breakdown: A Case Study," Scientific Monthly, 75, 1952

396. Lewis, W. Arthur, "Education and Economic Development," Social and Economic Studies, 10 (8), 1961, pp. 113-127 (adapted from paper presented to UNESCO Conference on Educational Needs of Africa, Addis Ababa, May, 1961)

Economist Lewis here applies the decision making processes of his calling to the task of making rational decisions regarding educational priorities in underdeveloped countries. He reduces his generalities to a mathematical formula applicable to the programming of educational expansion to conform to national economic planning.

397. Lewis, W. A., The Theory of Economic Growth, Homewood, Ill.: The Dorsey Press, 1955

398. Linton, R., The Cultural Background of Personality, London: Kegan Paul, 1947

A systematic study of the interrelations of the individual, society, and culture. It utilizes an interdisciplinary approach combining the techniques of personality psychology, sociology and cultural anthropology.

399. Lionberger, H. F., Adoption of New Ideas and Practices; A Summary of the Research Dealing with the Acceptance of Technological Change in Agriculture, with Implications for Action in Facilitating Such Change, Ames: Iowa State University Press, 1960

400. Lippitt, R., et al., The Dynamics of Planned Change, New York: Harcourt Brace, 1958

The authors study comparatively various techniques used to bring about desired change, and from these techniques derive basic principles which apply to planned change in many situations. A practical treatment which discusses the work of the professional change agent, specifically at the four operational levels of the individual personality, the face-to-face group, the organization, and the community.

401. Lipset, Seymour, "The Political Behaviour of University Students in Developing Nations," Social and Economic Studies, 14 (1), March, 1965, pp. 35-75

An outline and discussion of some factors to consider in an analysis of the political role of students. Initial sections cover those factors related to the propensity for students to become political actors. Further sections discuss factors accounting for variations in student political behavior. Findings indicate that students tend to be more politically active than non-university youth, and more leftist in orientation than the middle class from which they originated and to which they return. Further, increased political activity and radicalism seem to occur in inverse proportion to the amount of academic freedom, access to needed academic resources, and economic support offered.

402. Lipset, Seymour M., and W. Bendix, Social Mobility in Industrial Society, Berkeley: University of California Press, 1959

This book first provides a synthesis and appraisal of past sociological studies of mobility and class structure. Examination of a number of industrial or semi-industrial societies leads to a number of major theoretical conclusions such as that rates of social mobility are not related to national culture patterns or ideologies, but to rates of urbanization, industrialization and bureaucratization. The need for the use of such new concepts as reference groups and need achievement is indicated.

403. Litwin, G. H., Achievement Motivation, Social Class, and the Scope of Occupational Preference in the United States and Japan, Dittoed Paper, Department of Social Relations, Harvard University, 1959

404. Loomis, Charles P., Social Systems: Essays on Their Persistence and Change, Princeton: Van Nostrand, 1960

In this collection of essays the author first presents a model of a conceptualized social system, designed to focus attention more on change than does the Parsonian structural-functional analysis. Various types of social systems are then studied using this model. One chapter is devoted to the educational social systems of the U. S. A., U.S.S.R. and Mexico.

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*405. Loomis, Charles P., "Tentative Types of Directed Social Change Involving Systematic Linkage," Rural Sociology, 24 (4), 1959, pp. 383-390

The author discusses the concept of systematic linkage. Then he presents a typology of systematic linkages as they apply to change.

406. Loomis, Charles P., "Toward a Theory of Systemic Social Change," Interprofessional Training Goals for Technical Assistance Personnel Abroad, New York: Council on Social Work Education, 1959, pp. 165-198

Develops a theoretical framework through which social change may be analyzed. Sees total society and each of its parts as containing the same elements, processes and patterns. Briefly treats other theories of social change (Marx, Weber, Parsons, Sorokin) in terms of the conceptual scheme set forth in this article.

407. Loomis, Charles P., Turrialba: Social Systems and the Introduction of Change, New York: The Free Press, 1953

A series of separately authored studies, resulting from an interdisciplinary research program on the introduction of change and nature of the social system in a Costa Rican community. Special attention was given to the processes of communication and information exchange and the social systems functioning in these processes, one of which is the educational system.

408. Lorenz, Robert, Paul Meadows and Warner Bloomberg, Jr., A World of Cities: A Cross-Cultural Urban Bibliography, Publication No. 12, Prepared for the Cross Cultural Project, Center for Overseas Operations and Research, Maxwell Graduate School of Citizenship and Public Affairs, Syracuse University, June, 1964

A massive compilation of titles, unannotated, covering the history, ecology, social patterns, contemporary dynamics and planning of cities.

409. Mackintosh, J. M., "The Relevance of Western Experience to the Needs of Cities in Developing Countries," Population Studies, 17, March, 1964

410. Mac Vean, R. B., and F. C. Nieves, "Educational Reorganization in Guatemala," Comparative Education Review, 1, 1958, pp. 18-23

411. Maden, B. K., "The Economics of the Indian Village and Its Implications in Social Structure," International Social Science Bulletin, III (4), pp. 813-821

412. Mair, L. D., "Social Change in Africa," International Affairs, London, 36 (4), October, 1960, pp. 477-456

Considers the effect on African society of the widening scale of social relationships, which is viewed as a common denominator of the various sorts of change occurring. Effects upon demography, religion and particularly politics are considered.

413. Majumdar, D. N., Social Contours of an Industrial City, New York: Asia Publishing House, 1960

This is a report of a social survey of the city of Kanpur, India, taken in 1954-1956. An attempt was made to find out the social and cultural factors which characterize, assist, or impede the qualitative changes associated with industrialization. The bulk of the book is a compilation and explanation of the census data, interspersed with occasional bits of analysis.

414. Malinowski, Bronislaw, The Dynamics of Culture Change, New Haven: Yale University Press, 1961

A posthumously published work, detailing Malinowski's "functional" theory of culture change. Although the illustrative material is drawn from Africa, the theoretical work is presented as having universal applicability. The first half of the book dealing with principles and methods for studying culture change, and including schema for organizing data, is of particular relevance.

415. Marriott, McKim, "Social Change in an Indian Village," Economic Development and Cultural Change, I (2), 1953, pp. 145-155

A survey of changes that have taken place over thirty years, in Paril village, in Uttar Pradesh, India.

416. Martindale, Don, Social Life and Cultural Change, Princeton: D. Van Nostrand Co., 1962

417. Mason, R. J., British Education in Africa, London: Oxford University Press, 1959

418. Mayer, Philip, "Migrancy and the Study of Africans in Towns," American Anthropologist, 64 (2), June, 1962

419. McClelland, David, The Achieving Society, Princeton, N. J.: Van Nostrand, 1961

This book is an attempt to discover the psychological factors underlying rapid economic development. Need for achievement (n Achievement) and "other directedness" are isolated as the key personality characteristics. An analysis of the characteristics of entrepreneurial behavior is undertaken, with family child-rearing practices seen as most central in its development. Various methods for accelerating economic growth are then discussed. The book is also a call for more rigorous empirical verification of hypotheses advanced concerning the causes and effects of economic and social change.

420. McClelland, David C., et al. (eds.), Studies in Motivation, New York: Appleton-Century Crofts, 1955

A book of readings on the various aspects of motivation; emphasizing studies of an empirical nature rather than the theoretical. Eclectic in nature, drawing from works by authors in both the natural and social sciences.

Part I - Psychodynamics
Part II - Biological Origins of Motives
Part III - Social Origins of Motives and Values
Part IV - The Effects of Motivation on Behavior

421. McClelland, D. C., et al., Talent and Society, Princeton, N.J.: Van Nostrand, 1958

A collection of research reports focusing on aspects of talent not normally considered "abilities"-- such non-academic determinants of achievement as values and motives and such non-academic types of achievement as social skills and occupational status. Knowledge of the social and cultural context was found to be crucial in working with such non-cognitively guided characteristics in predicting talented performance. The relationships between context and characteristics are extensively explored.

422. McCord, William, The Springtime of Freedom: Evolution of Developing Societies, London: Oxford University Press, 1965

The thesis of this book is that authoritarianism is not the only way to accomplish desired social and economic revolution. He asserts that although working through democratic procedures makes decision-making more difficult, it is, in the long run, more beneficial than authoritarianism. The transitional society, aware of the new but clinging to the old, must first meet social, economic, and political challenges which take into account both traditional and modern modes of life.

423. Mead, Margaret (ed.), Cultural Patterns and Technical Change, New York: Mentor Books, 1955

This book is a non-specialized account of possible mental health consequences of the introduction of new technologies. A chapter is devoted to international organizations involved in technical change. Five socio-cultural groups are described followed by a cross-cultural study of technological change. There are finally several brief sections relating technological development to mental health. The entire book argues for the belief that culture is a whole, and that change in one part must affect other parts.

424. Mead, Margaret, "Our Educational Emphasis in Primitive Perspective," American Journal of Sociology, 48 (6), May, 1943, pp. 633-636

This article is an examination of the main differences between the purposes of education in primitive societies and in modern complex societies. Specifically, the author discusses the effects that the mingling of peoples from all levels of societal complexity has had on the western concept of education. The process is seen as a shift in emphasis from regarding education as a means of perpetuating tradition to that of seeing education as a means of creating something new.

425. Mead, Margaret, and Martha Wolfenstein, Childhood in Contemporary Cultures, Chicago: University of Chicago Press, 1955

This book presents a series of studies demonstrating a wide variety of methods of analysis of child-rearing practices in contemporary cultures. Many of the methods are quite new. A wide range of societies are included, from European and American to Soviet, Balinese and Syrian. Although a number of insights into the cultures studied are provided, the data is not presented as exhaustively descriptive of the society studied but rather as illustrative of the method of study used.

426. Mehta, Osaka, "The Mediating Role of the Trade Union in Underdeveloped Countries," Economic Development and Cultural Change, VI (1), October, 1957, pp. 16-23

The major role of labor unions in developing societies is specified as helping workers adjust to the changing social conditions created by industrialization and urbanization. A number of specific policies which such unions should promote are indicated.

427. Meier, Deborah W., Foreign Trade Unions: A Bibliographic Review, Industrial Relations Center, University of Chicago, 1955

Annotated -- some references to underdeveloped areas.

428. Menzel, Herbert, "A New Coefficient for Scalogram Analysis," Public Opinion Quarterly, 17 (2), September, 1953

After detailing the weaknesses of Guttman's coefficient of reproducibility as a measure for evaluating scale patterns in scalogram analysis, Menzel proposes a "Coefficient of Scalability" as a substitute, which is not so influenced by the presence of items or subjects with high marginal totals (a high proportion of responses in one category).

429. Merrit, Richard L., and Stein Rokkan (eds.), Comparing Nations, New Haven: Yale University Press, 1966

430. Miller, S. M., "Comparative Social Mobility," Current Sociology, 9, 1960, pp. 1-89

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431. Millikan, Max F., Education for Economic Development, Oxford Conference on Tensions in Development, New College, Oxford, Background Paper

432. Millikan, Max F., Education for Innovation, New York: The Council on Economic and Cultural Affairs, Inc., August, 1962

An examination of the uses of education for national development focusing upon the need for innovative personalities. Education in developing areas must attempt to develop creativity, rather than insisting upon rote learning. The need for new educational technologies is also mentioned. A series of differences between underdeveloped and developed areas which are crucial for education is dealt with in detail.

433. Millikan, Max, and D. L. M. Blackmer (eds.), The Emerging Nations: Their Growth and U. S. Policy, Boston: Little, Brown and Company, 1961

This small book (168 pages) is the result of a long series of interdisciplinary discussions at the Center for International Studies, M. I. T. The first part of the book traces the general outlines of the process of change from traditional to modern societies. The second part presents what the authors feel to be the main implications of this transition for U. S. foreign policy.

434. Miner, Jerry, and E. S. Solomon, Implications of Population Trends for First-Level Educational Programmes, U. N., Asian Population Conference, New Delhi, India, December, 1963

*435. Miner, Horace, "Culture Change Under Pressure: A Hausa Case," Human Organization, 19 (3), 1960, pp. 164-167

The author has analyzed the impact of a British scheme to combat sleeping sickness in the Hausa culture after it had been in effect for over 20 years. The Hausa, for a variety of reasons, were reluctant to clear the underbrush along the streams, and complied only under coercion. The scheme has proved successful; the tsetse is nearly gone, and the Hausa have for 20 years carried out a new pattern of behavior, essential for their preservation. The study, however, reveals that the now long-standing practice of clearing the streams has not been integrated into local culture. The practice, besides being contrary to Hausa beliefs, was beyond their experience and comprehension; when asked if they would continue the practice if they were no longer forced to, not one single headman replied in the affirmative. The author underlines the fact that coercion may produce compliance without necessarily causing any fundamental cultural alteration, and draws attention to the danger of inducing change regardless of local perceptions of the innovation.

436. Mintz, Sidney, "On Redfield and Foster," American Anthropologist, 56 (1), 1954

437. Mitchell, J. C., and A. L. Epstein, "Occupational Prestige and Social Status Among Urban Africans in Northern Rhodesia," Africa, XXIX, January, 1959, pp. 22-39

A recent empirical investigation which indicates how "nascent" class structures modelled on those of the West, are emerging in African towns.

438. "More on Cross-Cultural Education," Current Anthropology, 2 (3), June, 1961, pp. 255-264

A series of comments on Jules Henry's "Cross-Cultural Outline of Education," (See annotation under "Henry, Jules") along with Henry's replies. Of particular relevance is a lengthy comment by Evelyn Wood, focused upon education in developing societies.

439. Moreira, J. Roberto, "Rural Education and Socioeconomic Development in Brazil," Rural Sociology, 25 (1), March, 1960, pp. 38-50

Rural elementary education in Brazil is examined by the director of the National Campaign to Eradicate Illiteracy in light of historical factors and recent socioeconomic development. The problems of rural education and small landowner technical assistance are reported.

440. Moore, Frank W. (ed.), Readings in Cross Cultural Methodology, New Haven: HRAF Press, 1961

A useful collection of previously published papers, some being classics, on various dimensions of cross-cultural methodology, principally as applied to anthropological research. Following four papers of historical and background interest there are substantial sections devoted to both theory and method, and two papers on sampling problems.

441. Moore, Wilbert E., Economy and Society, New York: Random House, 1955

Aimed principally at undergraduate students in the social sciences this short work reviews the sources of mutual interest and concern to both sociology and economics, discusses the relationship of economic theory to general social theory, and examines the role of both disciplines in interpreting social change.

442. Moore, Wilbert E., "El Cambio Social y los Estudios Comparados," (Social Change and Comparative Studies), American Latina, 6 (14), October-December, 1963

Examines the applicability of general theories of social change to Latin America. The classic "before-and-after" model, using dichotomies which contrast "traditional" and "modern" societies is rejected because it exaggerates similarities at both ends of the scale, and because it relies primarily on "comparative studies" rather than processes and procedures. The "functional equilibrium" model is criticized for ignoring intrinsic sources of change. Various new models or modifications are being developed but much work remains to be done.

443. Moore, Wilbert E., Industrialization and Labor: Social Aspects of Economic Development, Ithaca: Cornell University Press, 1951

The major thesis of the work is that the change from a pre-industrial to an industrial society requires change in the work motivation. Conditions which promote these changes are examined. The first section is a review of literature existing at that time in the field, the second a theoretical treatment, and the third a case study of work attitudes in Mexico.

444. Moore, Wilbert E., "Introduction: Social Change and Comparative Studies," International Social Science Journal, XV (4), 1963, pp. 519-527

This essay serves as an introduction to a series of papers on the "sociology of development" in Latin America. The challenge to such a sociology of development is seen not in the application of general theory, which does not exist, but rather in the heuristic use of developments in theoretical orientations. Dichotomies, such as Redfield's folk and urban communities or Parson's pattern variables, before-and-after models, and the commonly used "functional equilibrium system" model, are all found to be wanting as instruments for studying social change, both because they are essentially static rather than dynamic and because they take little note of intrinsic sources of change within societies, taking such sources rather as given. The sociology of development must be built in terms of sequential models.

445. Moore, Wilbert E., "Labor Attitudes Toward Industrialization in Underdeveloped Countries," American Economic Review, 45 (2), May, 1955, pp. 156-65

The contention is that neither economists, sociologists nor anthropologists, in their traditional views of the development process, have been able to explain the change or lack of change in motivation of laborers in developing countries. A study of values is suggested as providing a more tenable approach.

446. Moore, Wilbert E., "Primitives and Peasants in Industry," Social Research, March, 1948

This study analyzes labor mobility in underdeveloped areas by examining political, economic, psychological, and social pressures and incentives.

447. Moore, Wilbert E., "A Reconsideration of Theories of Social Change," American Sociological Review, 25 (6), 1960, pp. 810-818

This article examines the possibility of constructing a theory of social change concluding that it is more nearly possible than has been imagined. Most analyses, Moore maintains, have considered social systems as static, sometimes examining the process and results of a given change, but giving little guidance as to the sources of change. A number of sources of change are considered, as well as modifications in the usual functional models of society necessary in order to incorporate those sources.

448. Moore, Wilbert E., "Social Consequences of Technical Change from the Sociological Standpoint," International Social Science Bulletin, 4, 1952, pp. 280-288

449. Moore, Wilbert E., and A. S. Feldman (eds.), Labor Commitment and Social Change in Developing Areas, New York: Social Science Research Council, 1960

Four major topics are considered in this series of articles: working force organization; nature of the labor market in developing areas; the effect of social status and role on the industrialization process; and the impact of modernization on social structure.

450. Moreno, J. Hernandez, and S. Nahmad, "La Politica Economica del Estado como Factor del Desarolla Social Regional," (The Economic Policy of the State as a Factor of Regional Social Development), Revista Mexicana de Sociologia, 23 (1), January-April, 1961, pp. 147-167

451. Mosk, S. A., "Latin America Versus the United States," American Economic Review, Papers and Proceedings, May, 1951

The influence of different rates of economic growth and progress on social structure are considered.

452. Mukerji, S. N., Education in India, 4th ed., Baroda: Acharya Book Depot, 1960

453. Mumford, Lewis, The City in History: Its Origins, Its Transformations and Its Prospects, New York: Harcourt, Brace and World, Inc., 1961

A study of the development of the city, from the origins of the first villages to the advent of the megalopolis. The complex relationships between the urbanization process and the social structure and value patterns of the populace are constantly explored.

*454. Murphy, Robert F., and Julian Steward, "Tappers and Trappers: Parallel Process in Acculturation," Economic Development and Cultural Change, 4 (4), 1956, pp. 335-355

The purpose of this paper is to show how two cases of acculturation exemplify parallel processes of culture change. Indians of the Tapajos River in Brazil and of Northeastern Canada demonstrate a similar dependence in their social structure upon whether their main trade commodity is produced by individual effort or collective effort during their history of contact with Europeans.

455. Mushkin, Selma J. (ed.), Economics of Higher Education, U. S. Department of Health, Education and Welfare, Office of Education, 1962

A collection of papers dealing with four general topics: 1) supply and demand of college-trained personnel; 2) the fundamentals of a theory of investment in people through education; 3) methods of financing higher education; 4) research in the area of economics of higher education either currently underway or needed. Although the papers all focus on the United States the methodologies and insights should have more universal application.

456. Myint, H., "Social Flexibility, Social Discipline and Economic Growth," International Social Science Journal, 16, 1964

457. Myint, Hla, "The Universities of Southeast Asia and Economic Development," Pacific Affairs, 35 (2), Summer, 1962, pp. 116-127

Pinpoints the problems of university over-crowding and over-expansion in Southeast Asia. In particular discusses the gap in this geographic area between the "need" and the "demand" for trained people. The author contends that the extension of education as a "consumer's good" rather than for investment purposes, has seriously hindered the education of people to the minimum standards necessary for economic development, and may, indeed, be a factor of import in slowing down the rate of economic growth. He therefore advocates a broadly-based education pyramid, sharply tapering off at higher levels.

458. Naegele, Kaspar D. (ed.), "Social Change," Part 5 of Talcott Parsons, et al. (eds.), Theories of Society: Foundations of Modern Sociological Theory, II, New York: The Free Press of Glencoe, 1961

This is the final section of a wide-ranging two-volume collection of readings, primarily from the classic works of "great men" now dead. Following an analytic survey by Naegele of the various theories of social change which have been proposed, there are three sections of readings: "Factors of Change," "Processes of Stabilization and Change," and "Patterns of Change and Development." A partial listing of authors included will give some flavor of the coverage: Karl Marx, Max Weber, Sigmund Freud, Vilfredo Pareto, Florian Ananiecke, Emile Durkheim, Pitirim Sorokin, Auguste Comte, Oswald Spengler, Arnold Toynbee and Ralph Linton.

459. Nair, Kusum, Blossoms in the Dust -- The Human Factor in Indian Development, New York: Frederick A. Praeger, 1962

Primarily a narrative and descriptive work, this book deals with the broader social environment as it affects development in India. It emphasizes the need of understanding folkways and folk thought in rural areas, both to enlist necessary community support for development schemes and to avert the danger of a "dual" economy. Attitudes of villagers towards the educated, and of the educated towards manual labor are discussed. The human factor is particularly important in countries encompassing numerous subcultures.

*460. Naroll, Raoul, "A Preliminary Index of Social Development," American Anthropologist, 58 (4), pp. 187-715

Report on a pilot study seeking a measure of social development. Reviews concept of social evolution. Three indicators of social development are proposed, and the construction of an index from the indicators is then shown. Two indicators represent social evolution: craft specialization and organizational ramification indicators; the third represents urbanization.

461. Naroll, Raoul, "Two Solutions to Galton's Problem," Philosophy of Science, 28, 1961, pp. 16-39; and with Roy G. D'Andrade, "Two Further Solutions to Galton's Problem," American Anthropologist, 65 (5), October, 1963, pp. 1053-1067

Galton's problem is that of distinguishing between "historical" and "functional" associations in cross-cultural statistical studies; that is, if traits being related have diffused from one culture to others in the sample being studied, then one does not have truly independent trials and the resultant correlation coefficients do not accurately describe the functional relations among the traits. In these two articles four methods for avoiding this difficulty are presented.

462. Nash, Manning, Machine Age Maya: The Industrialization of a Guatemalan Community, New York: The Free Press, 1958

The Guatemalan highland Indian community which is the subject of this study has in recent years become the leading center for textile manufacturing in Central America. The values prevalent in the community are described and the impact of industrialization upon the community's institutions is examined.

463. Nash, Manning, "The Role of Village Schools in the Process of Cultural and Economic Modernization," Social and Economic Studies, 14 (1), March, 1965

The role of schools in villages in Mexico, Guatemala, and Burma is compared. Particular attention is paid to the interaction of the school with the traditional culture and social system. Three general conclusions are advanced: 1) change in economic, religious and interpersonal relations at the local and regional level antecede change in the educational system; 2) village schools tend to be conservative institutions, reinforcing local tendencies toward stability; 3) education can be instrumental in social change only when the process of change is well underway.

464. Nash, Manning, "Some Notes on Village Industrialization in South and East Asia," Economic Development and Culture Change, III (3), 1955, pp. 271-277

This is both a brief description of the social consequences of the introduction of factories into some traditional villages of South and East Asia, and a defense of the village scale of analysis in the study of the diffusion of "the industrial way" as a species of culture contact.

465. The Needs of Asia in Primary Education, UNESCO, 1961

466. Neisser, Charlotte S., "Community Development and Mass Education in British Nigeria," Economic Development and Cultural Change, III, 1955, pp. 352-365

An analysis of several rural community development operations and the enthusiasm for voluntary labor shown by the people concerned. Mass education is treated as a correlate of community self-improvement.

467. Neurath, Paul M., "Rural Farm Forum as a Tool of Change in Indian Villages," Economic Development and Cultural Change, X (3), April, 1962, pp. 275-283

This article describes a successful rural radio education program in India. Voluntary listening groups were organized in each pilot village, to discuss the programs and take implementing action. The programs were primarily, but not exclusively, devoted to rural technical development. The results, both in increased knowledge and action, were sufficiently encouraging to warrant a substantial expansion of the program.

468. The New International Yearbook, New York: Funk and Wagnalls, yearly

Contains basic statistics for all the nations of the world in an encyclopedic style. Educational data are included. The construction of comparative statistical tables is possible.

469. Nicholson, Clara, Selected Bibliographies for Institution Building, Part II - Indonesia, Syracuse, N. Y.: Syracuse University, Maxwell Graduate School of Citizenship and Public Affairs, February, 1962

470. Niehoff, A., "Caste and Industrial Organization in North India," *Administrative Science Quarterly*, 3, March, 1959, pp. 494-508

Although the caste system has been weakened by industrialization, this study found its influence still strong enough to thwart efficient use of the labor force.

471. Niehoff, Richard O., *Basic Democracies and Development*, Peshawar, West Pakistan: Academy for Village Development, Undated, mimeo

Two-page bibliography of publications of the Academy.

472. Novack, David E., and Robert Lekachman, *Development and Society -- The Dynamics of Economic Change*, New York: St. Martins Press, 1964

This anthology extracts some of the most provocative passages of more than thirty writers, all outstanding contributors to the growing body of writings on the individual and social changes associated with economic development. Collectively, they constitute an introduction to many compelling ideas and most convincing writers on the subject of the changes demanded by development.

473. Nuffield Foundation, *African Education: A Study of Educational Policy and Practice in British Tropical Africa*, Oxford: Oxford University Press, 1953

474. Omari, T. Peter, "Changing Attitudes of Students in West African Society Toward Marriage and Family Relationships," *British Journal of Sociology*, VII, 1960, pp. 197-210

The attitudes of a sample of Ghanaian young people in the last stage of secondary or teacher-training school are analyzed with respect to these aspects of marriage customs and family structure: 1) customary forms of marriage and betrothal; 2) polygyny; 3) romantic love; and 4) the avunculate. A rejection of the traditional values is indicated, with educated women and girls found to be more anti-traditional than educated men.

475. Opler, Morris E. (reporter), *Social Aspects of Technical Assistance in Operation*, Paris: UNESCO, 1954

476. Osuna, Juan Jose, *A History of Education in Puerto Rico*, Rio Piedras, Puerto Rico: Editorial de la Universidad de Puerto Rico, 1949

The definitive work on education in Puerto Rico. Although there are lengthy descriptions of school laws and organizational details, a major focus of the work is the relationship between political and social forces and education. Of particular relevance is the history of education during American governance, when economic development began.

477. Pariseau, Earl J., Handbook of Latin American Studies, Gainesville: University of Florida Press, annual

"Selective and annotated guide to recent publications on anthropology, art, economics, education, geography, government and international relations, history, Latin American language, law, literature, music, philosophy, sociology and travel." Prepared by the Hispanic Foundation of the Library of Congress.

478. Parsons, Talcott, "The School Class as a Social System," Harvard Educational Review, 29 (4), Fall, 1959, pp. 297-318

Using what has come to be called "Parsonian structural-functional analysis," Parsons examines the elementary and secondary school classes as social systems. Their structure is related to the functions of socializing and allocating individuals to adult roles. In American society the school is found to be the primary agent for both functions.

479. Parsons, Talcott, The Social System, New York: The Free Press, 1951

A classic conceptual scheme for analyzing the structure and processes of social systems, which utilizes the action frame of reference, in which a social system is seen as the interaction of individually motivated actors in a given physical or environmental situation. A "structural-functional" approach is used, and emphasis is placed on the institutionalization of patterns of value orientations in roles. Social structures are divided into four principal types:

1. The Universalistic-Achievement Pattern
2. The Universalistic-Ascription Pattern
3. The Particularistic-Achievement Pattern
4. The Particularistic-Ascription Pattern

Especially relevant is Chapter XI, "The Processes of Change of Social Systems," which gives some specific examples of large scale change in societies as a whole.

480. Parsons, Talcott, "Some Considerations on the Theory of Social Change," Rural Sociology, 26 (3), September, 1961, pp. 219-239

Parsons distinguishes between two types of change: processes which maintain social system equilibrium, and structural changes involving a move from one state of equilibrium to another. Attention is focused on one sort of structural change: differentiation. The casual antecedent conditions and necessary concomitant processes of social reorganization are explicated. The paper is primarily a theoretical exercise, designed to demonstrate that conceptual schemes are available which permit the systematic analysis of social change.

481. Parsons, Talcott, and Neil J. Smelser, Economy and Society, New York: The Free Press

This is a contribution to the synthesis of theory in economics and sociology. Its significance to the study of economic and social change is its demonstration of the inadequacy of economic theory alone to solve empirical problems except under carefully defined conditions. The postulates and parameters of such definitions are shown to have more than economic significance. Economic theory is described as a special case of the general theory of social systems, and the necessity for students of socio-economic changes (economic historians) not to presume the constant parameters that allow economic analysis apart from sociological analysis is emphasized. Quantitative changes in productivity are shown to involve changes of organization in the social system, and thus to require modification in institutional structure.

482. Patai, Raphael, "The Dynamics of Westernization in the Middle East," The Middle East Journal, 9 (1), Winter, 1955

483. Paul, Benjamin D. (ed.), Health, Culture and Community: Case Studies of Public Reactions to Health Programs, New York: Russell Sage Foundation, 1955

Twenty cases of public reaction to health programs are presented with both successes and failures indicated. A wide geographical and cultural range is represented, extending from African Zulus, through Latin American towns, East Indian, Thai, and Chinese communities, a Pacific island, to a few American and Canadian towns. The book is a strong argument for considering socio-cultural and political factors when introducing new technologies. The editor has done extensive editing and summarizing of the cases.

484. Pearsall, M., "Model for the Analysis of Cross-Cultural Action Programs," Human Organization, 19, Winter, 1960-61, pp. 212-215

A model for analysis of induced change is presented, which allows for consideration not only of the underlying cultural conditions and trends within the "receiving" culture, where most attention has been focused, but also of the programs and strategies designed to alter those conditions -- of the relationships between the two systems. Two diagrammatic schemes are presented: a two-dimensional view of the cultural systems in contact and a three-dimensional view focusing upon the actors.

485. Peil, Margaret, "Ghanaian University Students: The Broadening Base," British Journal of Sociology, XVI (1), pp. 19-28

A survey of the background derivation of Ghanaian university students is contrasted with that of the general population. Results indicate a broader base in backgrounds, but still show the favoring of males and children from more wealthy families.

486. Perpina Rodriquez, A., "Efectos Sociales del Desarallo Economica," (Social Effects of Economic Development), Fomento Social, 15 (57), January-March, 1960, pp. 9-16

487. Pettit, G. A., Primitive Education in North America, Berkeley: University of California Press, 1946

This study of all the important Indian tribes of North America is intended both as a direct service to students of the social role of education and as an effort to indicate directions of research that will allow anthropologists to be of continuing service to students of education in society. The author's basic assumption is that through the study of school-free efforts at conditioning children to their culture, educationists can obtain clearer conceptions of the manifold ramifications of the process of conditioning children and safeguarding a cultural pattern.

488. Phillips, Doris G., "Rural-to-Urban Migration in Iraq," Economic Development and Cultural Change, 7 (4), July, 1959

Several aspects of rural-to-urban migration are examined: rural conditions which push migrants into cities; migration patterns -- volume, origins and destinations; attractions of the urban life; migrant adoption of urban life-styles and consequent problems. Information is obtained from field trips, sample surveys and census data. In most aspects of life migrants are found to be better off in the urban area, even though slum dwellers, than they were in rural areas, and are very much aware of the improvement in their lives.

489. Phillips, Herbert H., "The Election Ritual in a Thai Village," The Journal of Social Issues, XIV (4), 1958, pp. 36-50

An analysis of the reaction of a Thai village to a nationally-declared election, the first within the villager's experience. In general, this new political form was incorporated within traditional behavior and attitudes, resulting in no striking changes in social structure or value.

490. Phillips, H. M., "Economic and Social Aspects of the Planning of Education," International Social Science Journal, 14 (4), pp. 706-718

A general article on the problems of educational planning in underdeveloped countries. Focusing on the need to consider both economic and social factors affecting such planning, a ten-stage procedure is set out. The subsidiary problems involved in each stage are then discussed.

491. Phillips, W., "Technological Levels and Labor Resistance to Change in the Cause of Industrialization," Economic Development and Cultural Change, 11 (3), April, 1963, pp. 257-266

Report of an exploratory study of the social factors involved in the resistance of labor to industrial rationalization during economic development.

492. Pierson, Donald, "The Educational Process and the Brazilian Negro," American Journal of Sociology, 48 (6), May, 1943, pp. 692-700

Negroes form the major portion of the Brazilian people, especially if categorized as in the United States. This categorization is not used in Brazil, and there the Negro freely competes with all races, and may aspire to any class. Because of this lack of segregation and due to mingling, African customs and rituals are losing their hold on Negro youth, while the education of Negro youth in European habits and ideas is increasing.

493. Piper, Don C., and Taylor Cole, Post-Primary Education and Political and Economic Development, Durham, N. C.: Duke University Press, 1964

A series of essays resulting from a seminar held at Duke University in 1963, considering the impact of post-primary education on political and economic development. The papers fall into three general categories: the first four postulate some theoretical concepts concerning the impact of post-primary education; the next two examine the role that should be played by American higher educational institutions and U. S. foreign policy in developing educational institutions in the new states; the last three consider the role of education in selected African and Asian countries.

494. "Planned Change: A Symposium," Human Organization, XVIII (1), 1959, pp. 2-29

The greatest share of the issue is devoted to eight articles considering the status and problems of planned change both in the United States and in the developing countries. Of particular relevance are the articles by John W. Bennet and Julian H. Steward, which are separately annotated.

495. Platt, William J., Conflict in Education Planning, Menlo Park, Calif.: Stanford Research Institute, 1962

This paper is an examination of the problem presented by the excess of demand for education over the supply of education (primarily in the underdeveloped countries) which is largely due to the contemporaneous development of new popular demand for education as a personally desirable commodity and the realization on the part of politicians that educational expenditures are investments which must be rationally arrived at if economic growth is to be maximized. The paper offers some guides to educational policy for the resolving of this conflict.

496. Platt, William J., Toward Strategies of Education, Menlo Park, Calif.: Stanford Research Institute, International Industrial Development Center, 1961

This paper is an effort at describing the societal role of education in a development-conscious world using the concepts of economics and systems analysis. The author's main assumption is that education plays a key role in cultural and economic progress, and when it lags other development efforts abort and human talent is wasted. The paper contains an original model for development demonstrating education's role in that process, and some basic considerations for the strategy of developmental education.

497. The Population and Manpower of China: An Annotated Bibliography, International Population Reports, Series p. F90, No. 8, Washington, D.C.: U. S. Department of Commerce, 1958

498. Powdermaker, Hortense, Coppertown in Changing Africa: The Human Situation in the Rhodesian Copper Belt, New York: Harper, 1962

*499. Powdermaker, H., "Social Change Through Imagery and Values of Teen-Age Africans in Northern Rhodesia," American Anthropologist, 58 (5), October, 1956, pp. 183-813

Four essay topics were set to African School teenagers in a copperbelt town to discover some traditional and modern elements in African values. The essays are analyzed under the headings: physical imagery, modes of life, social self-imagery, and imagery of Europeans, interpersonal relations and personality, desires and ambitions, fantasies for another self.

500. Processes and Problems of Industrialization in Underdeveloped Countries, New York: United Nations, 1955

501. Prothro, Edwin Terry, Child Rearing in the Lebanon, Cambridge: Harvard University Press, 1961 (Harvard Middle Eastern Monographs, No. 8)

The methods of social and child psychology are used in studying and reporting on interviews with several hundred mothers and children in Greater Lebanon. In many cases the findings are compared to those of similar studies done in America.

502. Pye, Lucian W., "Armies in the Process of Political Modernization," Archives Europeennes de Sociologie, 2 (1), 1961

Factors accounting for a) the fact that armies tend to be among the most "modern" institutions within developing societies, and b) the tendency for these armies to be active modernizing agents are examined.

503. Pye, Lucian W. (ed.), Communications and Political Development, Princeton, N. J.: Princeton University Press, 1963

Viewing nation building in terms of communications processes, this collection of papers deals with national communications as related to the creation of political consensus, to establishing a common framework of considerations, to the development of modern and free institutions, and to the relationships between elite and mass in traditional societies. The 18 articles comprising the book utilize a variety of disciplinary approaches, and are tied together by editorial comments interspersed throughout. This volume is the first in a series of Studies in Political Development undertaken by the Committee on Comparative Politics of the Social Science Research Council. Included in this series is Education and Political Development, James S. Coleman, Ed. -- see annotation.

504. Pye, Lucian W., Politics, Personality and Nation-Building: Burma's Search for Identity, New Haven: Yale University Press, 1962

This book explores the dynamics of a transitional system, focusing on the relationship of political culture to nation-building. The basic attitudes and orientations of some key groups toward the political process are examined. The author asserts that the political culture reflects not only an entire society, but also psychological reactions to personal experiences of individual members of that society.

505. Rama, C. F., "Aspectos Sociales de la Industrializacion en el Uruguay," (Social Aspects of Industrialization in Uruguay), Sociologia (Sao Paulo), 21 (4), October, 1959, pp. 418-433

506. Ramsey, Charles E., and Jenaro Callago, "Some Problems of Cross-Cultural Measurement," Rural Sociology, 25 (1), March, 1960, pp. 91-106

The purpose of this study was to determine the adjustments which had to be made in an accepted scaling model to allow for cross-cultural measurement. A simple level-of-living scale was applied to a rural New York county and a selected sample of open-country Puerto Rican families. The statistical techniques necessary to make the scale applicable cross-culturally are discussed in some detail.

507. Randall, Darrell, Factors of Economic Development in the Okovango Delta, Chicago: University of Chicago Press, 1951

This study in Africa illustrates the way in which many factors interact and affect economic development. The writer suggests the need for more cooperative or team action in such a development scheme.

508. Raum, O. F., Chaga Childhood, London: Oxford University Press, 1940

509. Ray, Verne F. (ed.), Systems of Political Control and Bureaucracy in Human Societies, Seattle: American Ethnological Society, 1958

A collection of seven papers presented at the 1958 meeting of the American Ethnological Society. Two are relevant: 1) a study of caciquismo, a type of informal government, in Mexico, and 2) a study of bureaucratic norms in African political structures.

510. Read, Margaret, Children of Their Fathers: Growing Up Among the Ngoni of Nyasaland, London: Methuen, 1959

A study of the acculturation and socialization of children in a changing tribal society. The life of the child from birth through adolescence is described. Of particular note are descriptions of how school is being used by some Ngoni to prepare children for new ways of living while hopefully preserving the old values.

511. Read, M., "Education and Cultural Tradition," Studies in Education, No. 2, University of London Institute of Education, London: Evans Bros., 1950

512. Read, Margaret, Education and Social Change in Tropical Areas, London: Thomas Nelson and Sons, Ltd., 1955

A series of short papers, all by the author, written between 1943 and 1953, taking as their common theme the application of social anthropology to the problems of education, broadly conceived. Of particular relevance is the paper on "Cultural Contacts in Education," a broad-brush review of the problems of education for or during social change, one feature of which is a chronological typology of cultural contact between Britain and colonial territories in education.

513. Redfield, Robert, "Culture and Education in the Midwestern Highlands of Guatemala," The American Journal of Sociology, 48 (6), May, 1943, pp. 640-648

Education in this case refers to "the process of cultural transmission and renewal." The rural Ladinos of Guatemala are considered, with respect to education, as midway between tribal and urban society. Hence, though schools exist, they are considered as external to the culture, while informal situations are more important in the transmission and modification of the culture.

514. Redfield, Robert, "The Folk Society," American Journal of Sociology, 52 (4), 1947

This is the classic exposition and definition of the elements constituting the ideal folk society, thereby suggesting the areas which should be analyzed in considering any individual folk society.

515. Redfield, Robert, The Little Community: Viewpoints for the Study of a Human Whole, Chicago: University of Chicago Press, 1955

An almost literary treatise on ethnological method, broadly conceived. The concern is to present "forms of thought" or "concepts" to guide the investigator's choice and arrangement of data. A view of the small community as a natural whole is used to contrast scientific analysis with holistic synthesis. The latter concerns different conceptions of the whole. A separate chapter is devoted to each of six such conceptions, with the typological "forms of thought" established for each.

516. Redfield, Robert, Peasant Society and Culture: An Anthropological Approach to Civilization, Chicago: The University of Chicago Press, 1956

A distinction is made between the primitive or "folk" society and the peasant society, the former viewed as a complete or "whole" society (see The Little Community by Redfield), the latter as part of a broader society. The connections peasants have with this broader society are discussed, and an attempt is made to discover the generalized value-orientation of peasants the world over.

517. Redfield, Robert, The Primitive World and Its Transformations, Ithaca: Cornell University Press, 1953

A reflective and wide-ranging account of the rise of mankind from pre-civilized to civilized life. The central theme concerns changes in the "moral order," a term related to but more inclusive than "values," pointing to bonds among men, whether of implicit connection, explicit ideal or similarities of conscience. The rise to civilization is seen as a series of changes in the moral order.

518. Redfield, Robert, Tepotzlan: A Mexican Village, Chicago: University of Chicago Press, 1930

519. Redfield, Robert, and Milton Singer, "The Cultural Role of Cities," Economic Development and Cultural Change, 3 (1), October, 1954, pp. 53-73

A scheme of constructs which may be useful in further research on the role of cities in the development, decline, or transformation of culture is offered. The aspects considered are: time perspectives; types of cities, in terms of function; the contrast between the city and the folk society; primary and secondary urbanization; and cities as centers of cultural innovation, diffusion, and progress.

520. Regional Meeting of Asian Member States on Primary and Compulsory Education, UNESCO, 1960

521. Reissman, Leonard, The Urban Process: Cities in Industrial Societies, New York: The Free Press, 1964

522. Report on the World Social Situation, New York: United Nations, Department of Economic and Social Affairs, annual

Useful source of data concerning social dimensions of development.

523. Retzlaff, Ralph H., "The Use of Aggregate Data in Comparative Political Analysis," The Journal of Politics, 27, 1965, pp. 797-817

An analysis of the "state of the art" of statistical cross-national analysis of politically relevant variables using aggregate data. Several recent efforts are examined and criticized. The desirability of using sub-national aggregate data for intra-national comparison, and of using factor analysis for constructing indexes of relevant phenomena, is urged.

524. Rice, Albert Kenneth, Productivity and Social Organization. The Ahmedabad Experiment, London: Tavistock Publications, Ltd., 1958

This report and analysis is concerned with the interaction of social, economic and technological change in a textile mill in India. It emphasizes the close tie between technological process and sociological and psychological phenomena through the concept of a "socio-technical system." The author theorizes that a differentiation in one dimension of a production system necessitates a corresponding adjustment in others to ensure continued coordination between all dimensions.

525. Riley, et al., Sociological Studies in Scale Analysis, New Brunswick, N. J.: Rutgers University Press, 1954

526. Roa, V. K. R. V., University Education and Employment. A Case Study of Delhi Graduates, Institute of Economic Growth, Occasional Paper No. 3, London: Asia Publishing House, 1961

Report of a survey conducted in 1958-59. Economic and social background, course selection and effective counseling were related to employment and unemployment among the graduates.

527. Roberts, Lydia J., and R. L. Stefani, Patterns of Living in Puerto Rican Families, Rio Piedras, P. R.: The University of Puerto Rico, 1949

528. Robinson, Mary E., Education for Social Change: Establishing Institutes of Public and Business Administration Abroad, Washington, D.C.: Brookings Institute, 1961

A report based on a conference conducted by the Brookings Institute for the International Cooperation Administration. Like the conference itself, this report is essentially a discussion of the experiences and results of a decade of assistance by American universities in establishing and developing institutes of administration abroad. It examines the problems encountered by, and consequences of, attempts by a specialized fragment of American higher education to foster and guide an aspect of institution building in other societies.

529. Rogers, Everett M., Diffusion of Innovations, New York: Free Press of Glencoe, 1962

Synthesizes findings and theories which have arisen from many individual studies. Underscores the need for social scientists to become familiar with and to utilize diffusion findings of the various disciplines. Includes reviews of over 500 publications on the diffusion of innovations. Data are generally analyzed from a sociological and social-psychological viewpoint.

530. Rogers, Everett M., and William Herzog, "Functional Literacy Among Colombian Peasants," Economic Development and Cultural Change, 14 (2), January, 1966, pp. 190-203

Personal interview data from peasants in five Colombian communities is used to examine the relationships between scores on a test of functional literacy and a variety of other indicators. Many functional literates had fewer than four years of education but only one illiterate had four or more years of schooling, indicating a distinct possibility of attaining functional literacy without schooling. Although the results of correlation analysis differed substantially from village to village, literacy was generally found to be related to mass media exposure, empathy, agricultural and home innovativeness, achievement motivation, size of farm, number of trips to urban centers, amount of political knowledge, and sociometric opinion leadership, and to be more characteristic of children than adults.

531. Rose, N. K., "Personality and Culture Change," Bulletin of the Ramakrishna Mission Institute of Culture, 7 (10), October, 1956, pp. 237-242

532. Rosen, B. C., "Race, Ethnicity, and the Achievement Syndrome," American Sociological Review, 24, 1959, pp. 47-60

Six racial and ethnic groups in the U. S. A. (Jews, Greeks, white Protestants, Negroes, Italians, and French Canadians) are examined with reference to differences in motivation, values, and aspirations. Using ethnographic, attitudinal, and personality data the author suggests that the groups differ in achievement orientation, and uses this difference to account for their varied rates of social mobility.

533. Rosen, B. C., and R. G. D'Andrade, "The Psychosocial Origins of Achievement Motivation," Sociometry, 22, 1959, pp. 185-218

534. Rosentiel, A., "Educational Anthropology: A New Approach to Cultural Analysis," Harvard Educational Review, XXIV (1), 1954, pp. 28-36

The main theme of this article is that education is an aspect of culture generally overlooked and/or taken for granted by anthropologists, while educators generally ignore anthropology. The permeating effect of education upon a culture, either primitive or complex, is examined in some detail. The final section proposes a sequence of graduate level courses designed to train educational anthropologists.

535. Rostow, Walt W., The Process of Economic Growth, New York, 1952

A theoretical framework is presented for organizing and analyzing data and hypotheses concerning economic growth. Six "propensities" are isolated, representing various possible human responses to economic development.

536. Rostow, Walt W., The Stages of Economic Growth, Cambridge: Cambridge University Press, 1960

Subtitled, "A Non-Communist Manifesto," this book offers an alternative view to the Marxian answer to the problem of linking economic and non-economic behavior. It is a conceptualization of the sweep of modern history from an economic-historian's viewpoint, which uses a set of five major stages-of-growth as a framework for the comparison of economic development in many areas from about 1700 to the present. In this theory, economic change is viewed as the consequence of not only economic forces, but also political and social forces.

537. Rothenberg, Jerome, The Measurement of Social Welfare, Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1961

Examines possibilities for a practical welfare economics, and discusses the problem of arriving at a fundamental criterion of social welfare which, from a welfare analysis based on it, would guide policy-making. Beginning with Arrow's analysis and implications, the author surveys many approaches used in welfare literature in order to assess the practicality of the criteria of choice they utilize. The focus of this book, that of bridging the gap between pure theory and actual policy-making seems to be applicable not only in economics but in other social sciences as well.

538. Roucek, Joseph S., "Education in Africa South of the Sahara," Journal of Human Relations, 8 (3), Spring-Summer, 1960

539. Rubin, Vera, Caribbean Studies: A Symposium, Seattle: University of Washington Press, 1960

Taking the view that the Caribbean area with its characteristic plantation economy and concomitant social order is a separate geocultural entity deserving specific study, this work represents the collaboration of a number of scholars interested in the problems created by socio-economic change. Both theoretical and substantive papers are included. The papers are of interest to others than Caribbean area specialists because the conceptual and methodological discussions are generalizable to problems encountered in other emerging areas.

540. Rubin, Vera (ed.), "Social and Cultural Pluralism in the Caribbean," Special Issue, Annals of the New York Academy of Sciences, 83 (5), 1960

A series of papers resulting from a conference held in 1959 in New York, focused on the application of M. G. Smith's concept of social and cultural pluralism to societies in the Caribbean area. A plural society, as viewed by Smith, is one in which there are two or more distinct groups practicing different forms of all basic institutions except government. The constituent articles not only present an explication and evaluation of this concept, but a great deal of anthropological and sociological information concerning various Caribbean societies.

541. Ruebens, E. P., "A comment on 'Factors in Economic Development,'" American Economic Review, Papers and Proceedings, May, 1953

The problems of development are examined in terms of four factors: economic circumstances; production functions; socio-economic propensities; and socio-economic structure. This is an interdisciplinary approach. The problems of capital formation are viewed as possible of analysis in these terms.

542. Rummel, Rudolph J., "Dimensions of Conflict Behavior Within and Between Nations," General Systems 7, Yearbook of the Society for the Advancement of General Systems Theory, Ann Arbor, Michigan, 1963, pp. 1-50

This is the first publication from the extensive Dimensionality Of Nations Project at Northwestern University. Attempting to determine the relationships between foreign and domestic conflict behavior within and between 77 nations, this article provides a useful example of cross-cultural statistical methodology.

543. Ruopp, Phillips (ed.), Approaches to Community Development: A Symposium Introductory to Problems and Methods of Village Welfare in Underdeveloped Areas, The Hague: W. Van Hoeve, 1953.

This book regards community development as important to world development. Throughout the 18 articles it is evident that the community development approach tries to improve general welfare while maintaining individual dignity and liberty. Contributors are from 8 countries, representing both Eastern and Western areas.

544. Rural Communities: Problems, Methods and Types of Research, Paris: UNESCO, 1958

545. Ruscoe, Gordon C., Dysfunctionality in Jamaican Education, Ann Arbor, Mich.: University of Michigan, School of Education, 1963

An investigation of the historical and contemporary relationships between education and development in Jamaica. The central conclusion is that Jamaican education is dysfunctional, that its results tend to hinder the achievement of proposed social, political and economic changes.

546. Russett, Bruce M., et al., World Handbook of Political and Social Indicators, New Haven: Yale University Press, 1964

Basically useful as a data source. Most of the polities of the world are ranked on a vast array of indicators of political, social and economic development. A correlation matrix is presented, and, in the final section, an attempt is made to develop theory from statistical manipulation of the data.

547. Ryan, Bryce, "The Dilemmas of Education in Ceylon," Comparative Education Review, 4, 1960, pp. 84-92

548. Ryan, Bryce, "Status, Achievement and Education in Ceylon, An Historical Perspective," Journal of Asian Studies, 20 (4), August, 1964, pp. 463-475

The value and status systems operating within Ceylon are depicted in this historical overview as operating against economic development in Ceylon. The denigration of entrepreneurial activities plus the present active struggle against "Westernization" of the elite seem to lend support to the old status systems.

549. Sachs, Moshe Y. (ed.), Worldmark Encyclopedia of the Nations, New York: Worldmark Press, Inc., Harper and Row, 1963

A five volume work which includes individual studies of nations as well as of the United Nations system. Each country is viewed from a worldwide outlook rather than from any particular national perspective. Editorial policy is based on a belief in a core of interests common to all people, and a firm commitment to the worth of international organizations.

Volume one is concerned solely with the United Nations system, giving texts of certain documents and explanations of the principal and subsidiary organs of the total United Nations organization.

Volumes two through five, titled Africa, Americas, Asia and Australasia, and Europe, consider individual nations. Each country report has two main parts. The first deals with specific information, the second with the machinery for international cooperation existing within a country. Data for each of fifty features are uniformly keyed for all countries, greatly facilitating comparison.

550. Sanders, Donald P., Patterns of Educational Change During Economic Growth, Unpublished Ph.D. Dissertation, Palo Alto, California, School of Education, Stanford University, 1962

Viewing education as an "action system" Sanders develops a model relating inputs into the system and learning experiences to desired behaviour and behaviour actually achieved. The relationships between input and output in Sweden, Japan, and the United States are then examined during the period 1870-1950. Enrollment statistics are used as a measure of pupil input. In the absence of cross-culturally reliable measures of behaviour, output is measured in terms of "pupil-hours," the actual hours of in-class time spent by pupils in various subject-matter content categories. This last is perhaps the most significant contribution of the work.

551. Sanders, Donald P., Some Qualitative Aspects of Education in Educational Planning, Paris, OECD, 1963

552. Sanders, Irwin T. (ed.), Interprofessional Training Goals for Technical Assistance Personnel Abroad, New York: Council on Social Work Education, 1959, Report of Interprofessional Conference on Training of Personnel for Overseas Service, held at Cornell University, 1959

This book considers not only the role of the "change-agent" in a program for social change, but also that of the "change-target" (the individuals, groups, communities, or government areas involved). The conference aimed at showing the interrelations of separate programs in fields such as health, education, agriculture, public welfare and administration, and the need to evaluate such programs in terms of this interrelatedness. See separate annotation for "Toward a Theory of Systemic Social Change," by Charles P. Loomis.

553. Sasaki, Tom T., "Situational Changes and the Fruitland Navaho," The Journal of Social Issues, XIV (4), 1958, pp. 17-24

Three aspects of the impact of steady wage-labor upon a group of Navaho farmers are examined: socio-economic conditions predisposing the farmers to reorient some facets of their way of life; situational developments which allowed the changes to occur; and the social consequences of the changes. There has in general been a shift toward "Anglo" values and social structure. The impact of boarding schools upon the changing family patterns is discussed.

554. Sawyer, J. E., "Social Structure and Economic Progress," American Economic Review, Papers and Proceedings, May, 1951

The thesis of this work is that the important questions concerning economic growth can be answered only if economic processes are conceived as an element of the total social structure.

555. Sayigh, Usif A., Entrepreneurs of Lebanon: The Role of the Business Leader in a Developing Economy, Cambridge: Harvard University Press, 1962

A study of entrepreneurs and their relationship to the goal of development. Develops a theoretical formulation of entrepreneurship appropriate to the underdeveloped countries. The author examines the experience of Lebanon against this conceptual framework.

556. Schnore, Leo F., "The Statistical Measurement of Urbanization and Economic Development," Land Economics, 37, August, 1961

Using twelve variables, two measures of urbanization and ten indicators of modernization, and employing the statistical methods of rank-order correlations and factor analysis based on a rank-order matrix, the author attempts to go beyond the almost tautological identification of urbanization with industrialization. The work stresses the mutual importance of the two disciplines of economics and sociology in studying urbanization.

557. Schramm, Wilbur L., Mass Media and National Development, Stanford, Calif.: Stanford University Press, 1964

A study authorized by the General Conference of UNESCO at the end of 1962, designed to help give practical effect to the mass media development program. This book deals with the contribution mass media can make to economic and social progress. Free and adequate information is regarded not only as an objective to be reached; but also as a means of bringing about desired social change, especially in the area of transition to new customs and practices.

558. Schultz, Theodore, The Economic Value of Education, New York: Columbia University Press, 1963

A brief (69 pages) relatively non-technical discussion of some of the important concepts in the economic study of education. Many of the insights produced by recent studies in this field are organized and placed in perspective, and important unsolved problems are identified. A useful bibliography is included.

559. Schultz, Theodore W., "Investment in Human Capital," The American Economic Review, 51 (1), March, 1961

A preliminary investigation of the scope, substance, and formation of human capital. The two main areas of discussion are the economic growth accruing from human capital, and the scope and substance of these investments. A suggested problem for further study concerns the need to separate education into its investment and consumption parts. A concluding section briefly discusses social implications and policy.

560. Schumpeter, Joseph, Theory of Economic Development, Cambridge: Harvard University Press, 1961

561. Scott, W. A., "Empirical Assessment of Values and Ideologies," American Sociological Review, 24, 1959

562. Seaga, Edward, "Parent-Teacher Relationships in a Jamaican Village," Social and Economic Studies, 4 (3), 1955

Parent-teacher relationships in a small Jamaican village, where education is generally regarded as useful, particularly for those who are successful at it, are considered. A somewhat antipathetic attitude is found to stem from ignorance of the parents concerning educational matters and conflicting views on the part of teachers and parents of the teacher's role.

563. Shannon, Lyle W., "The Demographic Characteristics of Non-Self-Governing Areas," Planning Outlook, 5 (3), 1960

564. Shannon, Lyle W., "Is Level of Development Related to Capacity for Self-Government?" The American Journal of Economics and Sociology, 17 (3), 1958

Seventeen variables related to development are correlated with political status (self-governing or non-self-governing) in order to develop a scale relating political status to level of development. Discussion of the findings can be found in "Socio-economic Development and Political Status," by Shannon --(see annotation).

565. Shannon, Lyle W., "A Quantitative Approach to Political Decision," Journal of Human Relations, Autumn, 1954, pp. 44-56

566. Shannon, Lyle W., "A Re-examination of the Concept 'Capacity for Slef-Government,'" The Journal of Negro Education, Spring, 1957, pp. 135-144

This article describes the hypotheses and research techniques involved in Shannon's early attempt to measure capacity for self-government.

567. Shannon, Lyle W., "Social Factors in Economic Growth: A Trend Report and Bibliography," Current Sociology, 6 (3), 1957, pp. 171-237

568. Shannon, Lyle W., "Socioeconomic Development and Political Status," Social Problems, Fall, 1959

A brief description is given of Shannon's earlier research, particularly the use of Guttman scaling for determining level of socio-economic development as related to political status (self-governing or non-self-governing). High correlation was found between scale scores and political status, which was not seen as precluding self-government among low scorers, but rather as reflecting colonial administrative policies. Population size and area were found to be important underlying variables, indicating that larger territories, or combinations of smaller territories, are more capable of self-government, and further that divisive policies of colonial powers were dysfunctional in terms of preparation for self-government. Of primary interest because of the methodology.

569. Shannon, Lyle W. (ed.), Underdeveloped Areas, New York, 1957

This volume of readings and research contains over fifty selections extracted from professional or scholarly journals and dealing with underdeveloped areas. The articles utilize a wide range of disciplinary approaches to this topic.

570. Shannon, Lyle W., "Underdeveloped Areas and Their Influence on Personal Development," The Journal of Negro Education, XXX, Fall, 1961, pp. 348-401

*571. Shea, Thomas W., Jr., "Barriers to Economic Development in Traditional Societies: Malabar, A Case Study," The Journal of Economic History, 19, 1959, pp. 504-522

This study, in two parts, discusses the various ways in which economic change may be studied; then outlines a suggested procedure for evaluating the adaptability or non-adaptability of traditional rural society to the institutional and psychological requirements for systematic economic growth (in Malabar).

572. Shils, Edward A., The Intellectual Between Tradition and Modernity: The Indian Situation, The Hague: Mouton, 1960

*573. Shils, Edward A., "The Intellectuals, Public Opinion, and Economic Development in Southeast Asia," Far Eastern Economic Review, 24, May, 1958, pp. 614-618

Indicates that in studies of economic development through planning sufficient attention has not been paid to the evaluation of what the planners and administrators have done. Suggests for purposes of discussion: 1) that governments should foster a sense of autonomy in the press and in higher education; 2) journalists and professors be invited to participate in government planning; 3) allow universities to service the government (data and personnel); 4) develop more adequate reporting systems; 5) establish permanent civil service trained in advanced technical training centers.

574. Shils, Edward, "On the Comparative Study of the New States," in C. Geertz (ed.), Old Societies and New States, New York: Free Press of Glencoe, 1963, pp. 1-26

Advocating a more comprehensive type of study of new nations, this author sets up the framework within which the accompanying articles of the book are couched. The comparative methodology aims at the development of macrosociological analysis in this field, keeping in mind parallel and divergent movements in other new states. It relies heavily on the interviewing of contemporaries plus historical research. His approach treats the new states as examples of the species of states.

575. Shils, Edward A., Political Development in the New States, The Hague: Mouton, 1962

576. Shimoniak, Wasyl, A Study of Soviet Policies in Uzbekistan and Their Implications for Educational and Social Change, Unpublished Ph.D. Dissertation, University of Michigan, 1964

*577. Sibley, Willis E., "Social Structures and Planned Change: A Case Study from the Philippines," Human Organization, 19, 1960-61, pp. 209-211

This article describes the factors resulting in the collapse of a Community School village improvement program in a Philippine village. It is demonstrated that the teachers who planned and initiated the programs failed to recognize, adapt to, or take advantage of the social structure of the village and the values of the villagers.

578. Sigmund, Paul E. (ed.), Ideologies of the Developing Nations, New York: F. A. Praeger, 1963

579. Silvert, Kalman H. (ed.), Expectant Peoples: Nationalism and Development, New York: Random House, 1963

Beginning with the statement that "Nationalism is the acceptance of the state as the impersonal and ultimate arbiter of human affairs," this book examines the relationship between nationalism and development in 12 countries. It implies that the nation-state becomes the institutionalized means of settling disputes -- whether they concern nationality, ideology or social values. One conclusion reached is that a lack of national values is related to a lack of significant industrial development. Further, although development may occur within varying degrees of authoritarianism, self-sustaining development may be a function of the degree of freedom necessary to make the most rational decisions.

580. Silvert, Kalman H., Reaction and Revolution in Latin America: The Conflict Society, New Orleans: Hauser Press, 1961

581. Silvert, Kalman H., and Frank Bonilla, Education and the Social Meaning of Development, New York: American Universities Field Staff, Inc., 1961

Preliminary findings of an investigation conducted in Argentina, Brazil, Chile and Mexico are presented. The interrelationships between formal education, intergenerational occupational mobility, and such "modern" attitudes as viewing the nation as the ultimate arbiter of conflict within the national boundaries are explored. One of the main findings is that the impact of education, particularly at the higher levels, on the creation of "modern" or "development" attitudes and values depends upon the type of occupation for which the student is being prepared. If "modern" attitudes characterize the occupational group, the student will acquire these; if the occupational group is "traditional" so will the student become.

582. Simpson, Keith, and H. C. Benjamin, Manpower Problems and Economic Development: A Selected Bibliography, Princeton, N.J.: Industrial Relations Section, Princeton University, 1958

583. Sinai, L. R., The Challenge of Modernization: The West's Impact on the Non-Western World, London: Chatto and Windus, 1964

584. Singer, Hans, "Social Development: Key Growth Sector," International Development Review, 7 (1), March, 1965

The philosophy, plans, and initial results of the work of the U. N. Research Institute for Social Development are presented. Social development is defined as improvement in the "quality of peoples' lives," including such things as better health, better education, better nutrition, better housing, and greater social security. A statistical study of the interrelation of social and economic factors in development has produced, among others, the following findings: there is a "feedback" or spiral relation between social and economic development, each accelerating the other; various dimensions of social development have limited impact on economic development until certain "critical levels" have been reached; enrollments at different educational levels tend to be closely linked, with a high degree of interdependence among levels.

585. Singer, Milton, "Cultural Values in Indian Economic Development," Annals of the American Academy of Political and Social Sciences, May, 1956, pp. 81-91

The Indian cultural values of materialism, the philosophy of renunciation, and asceticism, plus a search for spiritual salvation, as interpreted by Gandhi and later Nehru, are seen as the foundations of, rather than deterrents to, the democratic and peaceful industrial development of India.

586. Slotkin, J. S., From Field to Factory, New York: The Free Press, 1960

The problems of adjustment facing agrarian or other nonindustrial workers who migrate to highly industrialized areas are the subject of this cross-cultural study. Bantus, Southern whites, and American Indians are the three groups specifically studied.

587. Smelser, Neil J., "Mechanisms of Change and Adjustment to Change," in Bert F. Hozelitz and W. E. Moore (eds.), Industrialization and Society, Paris: UNESCO - Mouton, 1963

The ways in which economic and social development are related to social structure are sketched in ideal-type terms. Three major categories are considered: differentiation, characteristic of a society becoming more complex; integration, balancing the decisive character of differentiation; and social disturbances, resulting from discontinuities between differentiation and integration. The presence of a strong centralized government is seen as necessary in developing societies.

588. Smelser, Neil J., The Sociology of Economic Life, Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1963

A brief (117 pages) introduction to the field of economic sociology. The history of thought in the field is first covered, and the methodology of both disciplines is outlined. The place of the economy as a sub-system of society, using the Parsonian model, is explained. The final section is devoted to the relationship between economic and social change, with particular emphasis upon the world's developing nations.

589. Smelser, Neil, and Seymour M. Lipset (eds.), Social Structure and Social Mobility in Economic Development, Chicago: Aldine Publishing Co., 1966

590. Smith, Bruce L., and Chitra M. Smith, International Communication and Political Opinion: A Guide to the Literature, Princeton: Princeton University Press, 1956

Deals with international aspects, citing only those internal matters which bear on the international situation and emphasizing political propaganda and promotional activities. A continuation of the bibliographical compilation Propaganda, Communication, and Public Opinion by Smith, Lesswell and Casey. Covers the period mid-1943 to mid-1945, with some items included from 1956.

591. Smith, M. G., "Education and Occupational Choice in Rural Jamaica," Social and Economic Studies, 9 (3), 1960, pp. 332-354

A study of the occupational preferences of Jamaican youths at various stages of their school career and after leads to the conclusion that the school fosters unrealistic vocational aspirations, and that youths require several years out of school to adjust reasonably well to the realities of their social and economic situation. The school is thus an instrument of social mobility for some and a creator of anomie, a lack of social integration, for many.

592. Smith, M. G., The Plural Society in the British West Indies, Berkeley: University of California Press, 1965

A collection of previously published papers, some of which are revised, dealing with the nature and character of West Indian society. The central analytic concept is that of the "plural society," a unit of disparate parts owing its existence to external factors and lacking a common social will. Such a pattern is typical of colonial societies, and West Indian societies are found to still retain many plural characteristics.

*593. Smith, R. J., "Comparative Studies in Anthropology of the Interrelations Between Social and Technological Change," Human Organization, 16 (1), Spring, 1957, pp. 30-36

A review article providing an excellent summary of research undertaken in this area of study.

594. Smith, Robert J. (ed.), "Cultural Change and the Small Community," The Journal of Social Issues, XIV (4), 1958

The entire issue is devoted to this topic, wedding the community-study method to the study of culture change. The impact of regional or national developments upon the people of the small community is the central concern. The following articles are separately annotated.

"Andean Indian Village," William W. Stein
"Situational Changes and the Fruitland Navaho," Tom T. Sasaki
"The Patterning of Cultural Change in a Siberian Eskimo Village," Charles C. Hughes
"The Election Ritual in a Thai Village," Herbert P. Phillips
"Changing Caste Ideology in a North Indian Village," Pauline M. Maher.

595. Social Change and Economic Development, Paris: UNESCO, 1963

596. Social Economic and Technological Change: A Theoretical Approach, Paris: International Bureau for Research into the Social Implications of Technical Progress, 1958

A collection of seven articles (some of which are actually groups of related essays) on different aspects of the interrelationship of social, economic and technical change. Contains an important annotated bibliography dealing primarily with underdeveloped nations.

597. "Sociology of Development in Latin America," International Social Science Journal, XV (4), 1963

A collection of papers arising from the second Inter-American Sociology Seminar, exploring substantive aspects of the "sociology of development" in Latin America. Theoretical orientations range from studies of attitudes to studies of structural transition, and research orientations range from the most general to the most specific. Economics is somewhat neglected with sociology, psychology, and political science well-represented. Two major themes are found in the papers: 1) an acceptance of the interrelatedness of theory and research; and 2) a general enthusiasm for comparative work and use of comparative data.

598. "Sociology of Education," International Journal of Comparative Sociology, 2 (2), September, 1961

599. The Sociology of Education, UNESCO Research Center on Social and Economic Development in Southern Asia, Subject Bibliography Series No. 5, Delhi, The Center, March, 1964

The first section lists contributions in the general field published since the bibliography on "The Sociology of Education" appeared in Current Sociology, Vol. 7, No. 3 (herein annotated). Most of the items are briefly annotated. The second section, using the same classificatory scheme, lists items specifically related to Southern Asia.

600. Some Sociological Considerations in the Planning of Education for Economic Development, Delhi: UNESCO Research Centre on Social and Economic Development in Southern Asia, 1964

601. Sorokin, Pitirim A., Social and Cultural Dynamics, Boston: Porter-Sargent, 1957

A one-volume abridgement and an updating by the author of his own four-volume work of the same title. A grand scale historical study of the waxing and waning of Western Civilizations in which Sorokin presents his division of culture and mentality into two main types of logically integrated culture -- ideational and sensate.

See particularly Part Nine which discusses social change as a pattern of constantly varying recurrent processes.

602. South Pacific Commission, Library on Cooperation, Tech. paper no. 121, Noumea, New Caledonia, February, 1959

This work is an extensive annotated bibliography on cooperative movements in emerging and/or dependent areas.

603. Southall, A. (ed.), Social Change in Modern Africa, London: Oxford University Press, 1961

A collection of papers presented at the first International African Seminar held at Kampula, Uganda in 1959, whose subject was "Kinship, Status, and Neighborhood under Modern Economic Conditions in Tropical Africa." These are introduced with an essay by Southall which to some extent summarizes the discussion at the Seminar. Note particularly Goldthorpe's paper "Educated Africans: Some Conceptual and Terminological Problems" which examines ways of classifying the educated in a developing society.

604. Sovani, N. V., "The Analysis of Over-Urbanization," Economic Development and Cultural Change, 12 (2), January, 1964

605. Sparks, Stanley, et al., Bibliography on Development Administration: India and Pakistan, Syracuse, N. Y.: Syracuse University, Maxwell Graduate School of Citizenship and Public Affairs, Center for Overseas Operations and Research, Publication No. 11, January, 1964

606. Special Study on Social Advancement in Non-self-governing Territories, United Nations, 1962

607. Spengler, J. J., "The Population Obstacle to Economic Betterment," American Economic Review, Papers and Proceedings, May, 1951

This paper concludes that rates of population growth in developing societies will be depressed by the industrialization process. The role of capital formation and entrepreneurship are particularly stressed.

608. Spengler, J. J., "Sociological Value Theory, Economic Analyses and Economic Policy," American Economic Review, Papers and Proceedings, May, 1953

This paper considers the possibility of incorporating value analysis into the study of economic manipulation for accelerating development. The role played by value systems in hindering growth is emphasized. It is suggested that analysis of the circumstances which have in the past led to the replacement of unfavorable by favorable values would be quite useful.

*609. Spicer, Edward H. (ed.), Human Problems in Technological Change: A Casebook, New York: Russell Sage Foundation, 1952

This is a book of concrete instances, not a treatise on the principles of technological and social change. Almost every case offers an actual example of an effort to bring about a change in some culture. Both successful and unsuccessful attempts are included.

*610. Spicer, Edward H., "Social Structure and the Acculturation Process," American Anthropologist, 60, 1958, pp. 433-441

Theme: That the social structure of contact situations is an important (but not the only) determinant of the cultural change which goes on when two societies with differing cultures come into contact. . . It directs attention to the nature of the social relations through which contact is maintained and suggests that they have a determinable influence on the character of the innovations offered, on the acceptance and diffusion of these, and on the modification of the innovations which take place.

611. Spindler, George D., Education and Anthropology, Stanford: Stanford University Press, 1955

A collection of papers delivered at a conference at Stanford University in 1954 and the discussions that followed each paper. Collectively, the papers constituted a challenge to educationists to broaden the limits of their interests by applying the concepts of anthropology to the examination of educational values and the functional role of education. Individually, they pointed out the need to incorporate specific principles, methods and goals of anthropology into the emerging science of education.

612. Spindler, George D., *Education and Culture: Anthropological Approaches*, New York: Holt, Rinehart and Winston, 1963

A collection of papers and essays. Of particular interest are Part I, "The Articulation of Anthropology and Education," in which the utility of anthropological theory and technique for studies of education is examined, and Part III, "Education Viewed Cross-Culturally."

613. Spindler, George, and Walter Goldschmidt, "Experimental Design in the Study of Culture Change," *Southwestern Journal of Anthropology*, 8, 1952, pp. 68-83

614. Spiro, Melford, *Children of the Kibbutz*, Cambridge: Harvard University Press, 1958

This study focuses on the relationship between the child-rearing practices of a kibbutz and the personality of the children born and raised there. The work is based upon observation, interviews, analysis of written materials and several tests. In the kibbutz studied children live almost entirely apart from their parents. The process of socialization and personality development from birth to adulthood is described at length, and then related to aspects of the resultant personalities.

615. Spiro, Melford, "A Typology of Social Structure and the Patterning of Social Institutions: A Cross-Cultural Study," *American Anthropologist*, 67 (5), Part 1, October, 1965, pp. 1097-1119

A preliminary study in which an empirically-based typology of social structure is constructed, the usefulness of this typology in the classification of societies and in comparative research is demonstrated, and the typology is utilized in examining some aspects of structural patterning and structural change.

616. Staley, Eugene, *The Future of Underdeveloped Countries: Political Implications of Economic Development*, (Rev. ed.), London: Frederick A. Prager, 1961

International development as a foreign policy issue is the key theme of this work. A definition of successful development is derived, based upon modern "democratic" values. The Communist scheme for development is explored and the alternatives to it examined. The necessity for the West to encourage these alternatives is strongly urged.

617. *The Statesman's Year-Book*, New York: St. Martin's Press, 1965 (and preceding years)

Contains basic data for the nations of the world on demography (urban-rural split, vital statistics), religion, education (some literacy rates missing), communications, social welfare, finance, domestic production (both agricultural and industrial). None of the data are tabled, and the statistics are in gross numbers, with no relative weighting.

618. Statistical Abstract of Latin America, Center of Latin American Studies, UCLA, annual

619. Stein, William W., "Andean Indian Village," The Journal of Social Issues, XIV (4), 1958, pp. 5-16

A study of the changes occurring in a small Indian village in the Peruvian Andes. The first half of the article describes the traditional economic, political and social situation of the villagers. The impact of limited technological changes, particularly road improvements giving easy access to the relatively high-wage coast, upon social structure and values is described. The as-yet unchanged negative attitude toward education is briefly discussed. The changes are not yet great but are likely to increase.

620. Steward, Julian, Area Research: Theory and Practice, Social Science Research Council, Bulletin 63, 1950

621. Steward, Julian, "Prediction and Planning in Culture Change," Human Organization, 18 (1), 1959, pp. 5-7

The major concern is the relationship of prediction in cultural change to social planning. The premise is that "changes which are predictable are by definition, inevitable, and, therefore, not amenable to social science manipulation." Three interacting factors which must be considered when identifying trends and predicting patterns of acculturation are discussed: the traditional culture; the processes of change; and the regional context. Application is illustrated using information concerning Japan, Malaya, and Kenya.

622. Steward, Julian, Theory of Culture Change: The Methodology of Multilinear Evolution, Urbana: University of Illinois Press, 1955

This is a collection of 12 essays by Steward, written during the period 1936-55. They exhibit a variety of interests and emphases but have the central purpose of developing a methodology for determining regularities of form, function and process which occur cross-culturally. Several distinct types of cultural evolution or change are exemplified and analyzed.

623. Stouffer, Samuel A., et al., Measurement and Prediction, Vol. IV of Studies in Social Psychology in World War II, Princeton: Princeton University Press, 1950

A classic work discussing the theoretical underpinnings of, and procedural problems encountered in the use of, Guttman's scalogram analysis and Lazarsfeld's latent structure analysis as tools for studying values and attitudes. Although the literature since 1950 contains many refinements of technique and theory, this work is still the most complete statement of theory and practice.

624. Strumpel, Burkhard, "Preparedness for Change in a Peasant Society," *Economic Development and Cultural Change*, XIII (2), January, 1965, pp. 203-216

A study of behavioral patterns closely connected with economic progress. Three hypotheses based on the attitudes and expectations of a rather isolated population group (rural British Honduras) and their relevance in preparedness for change are analyzed. The hypotheses are: 1) Change of outlook leads to mobility; 2) Disappointment creates pessimism; and 3) Contact with civilizations (youth) leads to change of outlook and mobility. The conclusion is reached that younger generations are more open-minded, mobile, and active. Also, that ". . .these qualities will spread in direct proportion as school education is extended to additional generations of young people."

625. Subra Roa, G. V., "The Impact of Industrialization on Indian Society," *Columbia Journal of International Affairs*, Spring, 1950

This paper summarizes the history of industrialization in India, and examines its effect upon the family system, the caste system, and the organization of the village.

626. Sufrin, Sidney C., *Unions in Emerging Societies -- Frustration and Politics*, Syracuse: Syracuse University Press, 1964

An analysis and description by an economist of the role of unions in emerging states. Emphasis is on the differences between that role in those areas and in the West, and upon the degree to which it is possible to generalize about unions throughout the varied nations that compose the underdeveloped world. Unions there are seen as important actual or potential innovative institutions. A 46-page annotated bibliography is included.

627. Sufrin, Sidney C., and F. E. Wagner, *A Brief Annotated Bibliography on Labor in Emerging Societies*, Syracuse, N.Y.: Syracuse University, Maxwell Graduate School of Citizenship and Public Affairs, Center for Overseas Operations, Pakistan Project, 1961

More than 300 items from recent literature are annotated referent to labor utilization in developing societies of the non-Soviet bloc. Japan is included as the outstanding example of a recent non-Western development from poverty to plenty. Major emphasis is placed upon problems implicit in industrial and large scale agricultural labor utilization.

628. Suranyi-Unger, Theo., and E. Harris, *Bibliography on the Economic and Social Implications of Scientific Research and Development*, Washington: National Science Foundation, Office of Special Studies, 1959

629. Taeuber, I. B., Population and Manpower in Japan, New York: Milbank Memorial Fund, 1950

The population history of Japan is examined, and similarities are drawn between the experience of Japan and those of the western nations during the course of their industrialization. One continuing point of emphasis is the effect of industrialization in reducing the rate of population growth.

630. The Tasks of Local Authorities in Development Areas, Reports prepared for the Tel Aviv Congress, November 16-23, 1960, of International Union of Local Authorities, The Hague: 1961

The Congress was concerned with three differentiated types of roles of local authorities, and includes six country monographs as set out below:

1. Rural development (France and Ghana)
2. Industrial development (Great Britain and Japan)
3. Social and cultural adaptation of the population (India and Italy)

The book concludes with the proceedings of the conference, giving viewpoints on the general topic and above-mentioned papers by the various delegates to the Congress, frequently with references to their home country's concerns.

631. Tax, Sol, "Selective Cultural Change," American Economic Review, Papers and Proceedings, May, 1951

The problem of changing cultures selectively in order to stimulate economic growth is examined. It is concluded that this is possible, but not probable.

632. Taylor, A., Education and Occupational Selection in West Africa, London: Oxford University Press, 1962

Report of the conference on Education and Occupational Selection in West Africa held at the University College of Ghana in 1960. The papers delivered and the reports of discussions and recommendations are included. Emphasis is upon guidance and selection for secondary, higher and vocational education.

633. Taylor, P. J. O., "The Community Schools: Yoria Province, Northern Nigeria," Community Development Bulletin (London), September, 1954, pp. 79-81

A self-help school building project covering the years 1952-1954 is described. Villagers built their area schools with government advice, the government furnishing teachers.

634. "Teaching Comparative Education," Education Abstracts, XV (4), UNESCO, 1963

A bibliographical survey of writings chosen for their probable usefulness to teachers of comparative education. Many of the items abstracted deal with education as any element in national development or social change.

635. "Technology and Economic Development," Scientific American, Special Issue, 209 (3), September, 1963

636. Theodorsen, G. A., "Acceptance of Industrialization and Its Attendant Consequences for the Social Pattern of Non-Western Societies," American Sociological Review, XVIII (5), pp. 477-484

The long-term consequences of industrialization for underdeveloped nations is discussed. The major argument is that new societal patterns will inevitably result from the industrialization process. Some of the important changes which have implications to the social order are:

1) hours spent away from the home community,
2) individual workers chosen on the basis of achievement,
3) discipline of the industrial operative is imposed from outside,
4) increasing specificity in production.

637. "Theory and Research in Sociology and Education," Harvard Educational Review, 29 (4), Fall, 1959

The entire issue is devoted to an examination of the school as a social institution. Of particular relevance are the following (annotated separately): "Education and Social Structure, Theories and Methods," Jean Floud and A. H. Halsey; "The School Class as a Social System: Some of Its Functions in American Society," Talcott Parsons.

638. Thompson, R., Educational Aspects of Community Development, Paper no. 74, South Pacific Commission, Noumea, New Caledonia, 1955

639. Tibawi, A. L., "Primary Education and Social Change in Underdeveloped Areas," International Review of Education, 4 (4), 1958, pp. 503-509

Three aspects of the Palestine system of primary education during the British mandate -- literacy, female education, and agricultural instruction -- are discussed in relation to the social value of primary schooling.

640. Tiryakian, E. A., "Occupational Satisfaction and Aspiration in an Underdeveloped Country: The Philippines," Economic Development and Cultural Change, 7 (4), July, 1959, pp. 431-444

Factors contributing to job satisfaction or dissatisfaction, and the patterns of occupational aspiration among Filipino urban and rural workers are considered, the findings being based upon a survey.

641. Titmuss, Richard M., Income Distribution and Social Changes, London: George Allen and Unwin Ltd., 1962

The author demonstrates the need for the integration of fiscal policy and planned social change. Raw statistics on relative incomes are shown to be an unsatisfactory guide to welfare policy formulation.

642. Torgerson, Warren, Theory and Methods of Scaling, New York: Wiley, 1958

The section of the book which deals with scalogram analysis provides a very useful introduction to this measurement technique. Both the underlying theory and the problems of application are considered.

643. Trager, Frank N., "A Selected and Annotated Bibliography on Economic Development, 1953-57," Economic Development and Cultural Change, 6, July, 1958, pp. 257-329

644. Transactions of the Fifth World Congress of Sociology III, Louvain, International Sociological Association, 1964

The reports and discussions included within this volume are almost entirely devoted to "The Sociology of Development." They are organized within the following rubrics: The Break with Traditionalism; Religion and Development; Changes in Urban and Rural Areas; Citizenship and Political Authority; Traditional and Modern Elites; and the Maintenance of Growth.

645. Transactions of the Third World Congress of Sociologists, I and II, London, International Sociological Association, 1956

The general theme of the congress was "Problems of Social Change in the 20th Century." The first volume is an introductory survey of sociological knowledge concerning this problem. The papers in the second volume concern changes in economic structure. The third section of this volume, related to changes in agrarian organization, is particularly pertinent, since most of the papers discuss changes in developing areas.

646. Tumin, Melvin M., and Arnold S. Feldman, "Status, Perspective and Achievement: Education and Class Structure in Puerto Rico," American Sociological Review, 21 (4), 1956, pp. 464-472

Extensive interviewing of 1000 Puerto Rican households led to several conclusions concerning the relationship between education and social or occupational mobility. The extent of schooling was found to be related not only to type and location of residence and income, but to the perception of the importance of education, the estimate of education possible for one's children, and the actual education attained by children. Four years of schooling were discovered to be the minimum necessary to institutionalize new values.

647. Turnbull, Colin M., The Lonely African, New York: Simon and Schuster, 1962

648. Turnbull, Colin M., "Tribalism and Social Evolution in Africa," Annals of the American Academy of Political and Social Science, 354, July, 1964, pp. 22-32

Examines the impact of tribalism on political and social development. Certain basic similarities among tribal systems are discussed, one of which is flexibility, which gives them great adaptive power. Such power enables them not only to accept change but to further it.

649. Turner, Roy, India's Urban Future, Berkeley: University of California Press, 1962

A series of papers growing out of a Seminar on Urbanization in India held in the U. S. in 1960. Both Indian and American scholars and practitioners were represented. The papers cover a wide range of topics, organized generally into four categories: urban population changes; urban social structure; urbanization and economic development; and government and planning. Of particular interest to the educational planner are the papers by Meier ("Relations of Technology to the Design of Very Large Cities"), Tangri ("Urbanization, Political Stability, and Economic Growth"), and Bogue and Zachariah ("Urbanization and Migration in India"). A final chapter by B. F. Hozelitz provides a highly useful survey of the literature on Indian urban development.

650. UNESCO, Education Abstracts, Vols. I to XIV

These bibliographical surveys appeared monthly (later quarterly) from 1949 to 1963. Each number was devoted to a specific aspect of education. Several numbers are annotated separately in this bibliography. Some specific numbers bearing on the topic of social change are:

Vol. IX, No. 7 "Long Range Education Planning"
X, No. 4 & 5 "Planning for Curriculum Revision and Development"
XI, No. 8 "Adult Education in Community Development"
XII, No. 5 & 6 "Educational Research"
XIV, No. 2 "Education Planning"
XIV, No. 3 "Rural Education"
XV, No. 4 "Teaching Comparative Education"

651. United Nations Statistical Office, List of Statistical Series Collected by International Organizations, Statistical Papers, Series M, No. 11, Rev. 1

As the title implies, this is a list of statistical data series which can be found in the publications of various international organizations. A quite useful reference work for anyone contemplating statistical cross-national analysis.

652. United Nations Statistical Yearbook, New York: Statistical Office of the United Nations, Department of Economic and Social Affairs, yearly

Contains a great deal of statistical data on the member-countries of the United Nations, including demographic, economic, welfare, literacy and educational information. Data are taken from official country reports.

653. Useem, J. and R. H., The Western Educated Man in India: A Study of His Social Roles and Influence, New York: Dryden Press, 1955

The investigative methods of sociology and anthropology are used to study the effect of British and American education upon returned Indians. The type of Indian who studies abroad, and the motivations which prompt him, are first considered, followed by analysis of changes in character and social and economic roles among the foreign educated. The final section lists recommendations for those concerned with exchange programs.

654. Vaizey, John, "Comparative Notes on Economic Growth and Social Change in Education," Comparative Education Review, 5 (1), June, 1961, pp. 7-12

Suggests indices which might be used to illuminate the relationship of economic growth to investment in education, in various countries at different times. Although principally an exercise in international statistical comparison, qualitative aspects of the education-society relationship are far from ignored. The relationship between social mobility, or lack of it, and education is given considerable attention.

655. Vaizey, John, The Economics of Education, London: Faber and Faber, 1962

Compares education with physical capital consumption and investment. In particular, presents a "rate-of-returns" approach to the economic analysis of education and includes a thorough discussion of the role of education in economic development from the "returns" frame of reference. Begins with a brief outline of various economists' views on the economic role of education.

656. Vaizey, John, "The Present State of the Economics of Education," International Social Science Journal, 14 (4), 1962

657. van der Kroef, J. M., "Educational Development and Social Change in Indonesia," Harvard Educational Review, 24, 1954, pp. 239-255

*658. Vander Zanden, J. W., "Resistance and Social Movements," Social Forces, 37, May, 1959, pp. 312-315

Suggests that the study of resistance to social change is closely associated with the study of cultural persistence, but that the former should not be compared with the latter. Resistance is not simply a function of cultural persistence. Resistance implies behavior on part of all of the members of society, passive or active, directed toward rejection or circumvention of a social change.

659. von der Mehden, Fred R., Politics of the Developing Nations, Englewood Cliffs, N. J.: Prentice-Hall, 1964

A comparatively brief book attempting to present the general outlines of the problems of political development, with illustrations and examples. After examining the effects of the colonial heritage, the various sorts of threats to, and attempts to develop, national unity are considered. The roles of political parties, political elites, the military, and ideology in the developing nations are then separately discussed.

660. Walinsky, Louis J., The Planning and Execution of Economic Development, New York: McGraw Hill, 1963

An evaluation of the basic problems involved in the planning and execution of economic development. Since the most important economic decisions are ultimately political in nature, the author addresses the book to policy and decision-makers, emphasizing the need for realism and consistency in goals, plans, programs and policies if success is to be achieved.

661. Wang, Y. C., "Western Impact and Social Mobility in China," American Sociological Review, 25 (6), 1960, pp. 843-855

The impact of a "modern" Western school system upon social mobility in China is examined. The civil service examination system was responsible for a very high degree of social mobility in traditional China. The abolition of the examinations and substitution of a modern school system, with a de facto capstone of study abroad, greatly increased the cost of education, substantially decreasing social mobility. The powerful impact of this change upon subsequent social and political change is examined.

662. Ward, B. E. (ed.), Women in the New Asia: The Changing Social Roles of Men and Women in South and South-East Asia, Paris: UNESCO, 1963

663. Ward, Robert E., and D. A. Rustow (eds.), Political Modernization in Japan and Turkey, Princeton: Princeton University Press, 1964

A series of essays examining many different aspects of the historical experience of Japan and Turkey, two of the non-Western nations which have gone farthest in the direction of development, in order to determine 1) the factors which account for their relative success in development, and 2) the factors which account for differences between the two in rates and patterns of growth.

664. Ward, W. E., Educating Young Nations, London: George Allen and Unwin, Ltd., 1959

The underlying theme of this work is that Western education in underdeveloped areas is intrinsically education for social change. Drawing from long experience teaching and administering colonial education and working with international organizations, Ward discusses the problems of education in such areas and what can be done to solve them.

665. Watkins, M. H., "The West African 'Bush' School," American Journal of Sociology, 48 (6), May, 1943, pp. 666-675

The "bush" school is considered here as functioning mainly as the institution through which the conservation and extension of group social values are transmitted to each succeeding generation. In a hypothetical ranking of societies from the least to most complex, the bush school is seen as operative in a society of intermediate type. Because of its physical isolation from the rest of the community, this type of school is regarded as a special environment, different from its parent society, yet offering preparation for re-emergence into that society.

*666. Watson, J. B., "Four Approaches to Cultural Change: A Systematic Assessment," Social Forces, 32, December, 1953, pp. 137-145

This is an attempt to analyze the relationship among the empirical and theoretical studies of culture change. Four problems or hypotheses are discussed: the psychological; the cultural; the developmental (cyclic or linear); the causal-correlational. The first two are concerned with the "what" of culture change, the others with co-variation among events.

667. Weber, Max, The Protestant Ethic and the Spirit of Capitalism, London: Gallen and Unium, 1930

In this now-classic work, Weber examines the psychological conditions which were prerequisite to the development of capitalistic civilization. Though individual capitalist enterprises have occurred throughout history, as an economic system which permeates all of society, capitalism is relatively new. Weber sees this economic system based on the profit-motive as springing from the same factors which produced the Reformation. Calvinist theology arose in the 16th Century, so, too, did the social and economic system known as capitalism.

668. Weber, Max, The Theory of Social and Economic Organization, New York: Oxford University Press, 1947

Intended to be merely an introduction to a comparative study of the foundation of the modern western exonomic and social order, this book remains the fullest exposition of Weber's sociological theory. The analytical methods of sociology are discussed and the conclusions are then applied to broad classifications of types of social relationship and group. His conceptual scheme is that of interrelated ideal types; and shows particular concern with variability in human societies and its concomitant institutional behavior. His process of systematic conceptualization includes a classification of four types of action; and sets forth his renowned treatment of authority within the structure of groups, deriving three basic types of organization of authority: rational-legal, traditional, and charismatic.

669. Wedgwood, Camilla H., Education in the Pacific Islands: A Selective Bibliography, Noumea, New Caledonia, South Pacific Commission, 1956

Treats only the education of non-European peoples in this geographic area; excludes most material published prior to 1920.

670. Weidner, Edward L., The World Role of Universities, New York: McGraw-Hill, 1962

An evaluation of international exchange programs of American universities. Assesses in a general way the impact of student or faculty exchanges and technical assistance programs; and suggests policies for increasing the effectiveness and mutual advantages of such programs. (Follow-up to a 1958 inventory of the programs: The International Programs of American Universities, by Edward W. Weidner, et al.)

671. Weiner, Myron, The Politics of Scarcity, Chicago: University of Chicago Press, 1962

Gives broad coverage to some of the relationships between political development and social mobility.

672. Weisbrod, Burton A., "Education and Investment in Human Capital," Journal of Political Economy, 70, 1962, pp. 106-123

A cost-benefit analysis of education focusing primarily on the benefits from education which accrue both to the individual receiving it and to society. In regard to the individual the analysis is pushed far beyond the usual consideration of direct financial benefit through increased earnings to include such benefits as the provision of a "hedge" against technological unemployment. In regard to society three categories of benefits are considered: 1) residence-related benefits, including benefits accruing to the present and future families of students, neighbors, and taxpayers in the same and neighboring communities; 2) employment related benefits, including such things as the advantage to an employer in having a more flexible and adaptable work force; and 3) general society benefits, including the necessity of education to the attainment or maintenance of economic, political or social development.

673. Whiteford, Andrew H., Two Cities of Latin America, Garden City, N. Y.: Doubleday and Company, Inc., 1964

A comparison of the social class structure of the cities of Popayan, Colombia and Queretaro, Mexico. Contrary to the common notion, a substantial middle class was found in each city, Queretaro being characterized, in fact, as a middle class city. Detailed descriptions and analyses of the various positions in the social hierarchies are provided and the avenues of and limits upon social mobility are examined.

674. Whitehill, A. M., and S. Takezawa, Cultural Values in Management-Worker Relations. Japan Gimu in Transition, Chapel Hill: School of Business Administration, University of North Carolina, 1961

The relationships between cultural values and the motivation of workers are the subjects of this study, based upon field work conducted in Japan in 1959-60.

675. Whiting, Beatrice B. (ed.), Six Cultures: Studies of Child Rearing, New York: John Wiley and Sons, Inc., 1963

This is a cross-cultural study of the relationships between patterns of child rearing and subsequent personality development. Extensive data on both the ethnographic background and the child-rearing practices of each of the six cultures studied is presented. A common research design was used by all field workers to facilitate comparison. Nations from which communities were chosen for study were Kenya, India, Okinawa, Mexico, the Philippines and the U. S. A.

676. Whiting, J., Becoming a Kwoma, New Haven: Yale University Press, 1941

Utilizes anthropological techniques coupled with learning theory to explain the socialization process in a New Guinean tribe.

677. Whiting, J. W., Child Training and Personality: A Cross-Cultural Study, New Haven: Yale University Press, 1953

A cross-cultural study, using correlation to test general hypotheses concerning the integration of culture through personality processes. The effect of child training upon personality is first explored, and the effect of the resultant personality characteristics upon customs relating to illness is then examined. Data are derived from existent monographic literature.

678. Whitten, Norman E., Jr., "Power Structure and Sociocultural Change in Latin American Communities," Social Forces, 43, March, 1965

Using data derived from studies of 17 Latin American communities, Whitten tests the hypothesis that "As community power becomes increasingly rationalized, the local sociocultural system will become less parochial and increasingly similar to the national system." A power structure index and a culture element index, the first measuring rationality and the second similarity to national form, are constructed, and relations between them analyzed in order to derive a model of community power and sociocultural change. It is concluded that a rational power structure is crucial for the development of national culture elements in these communities and further that movement from folk to national culture orientation is stimulated by an expanding population and brought about when the structure of community power ceases to depend upon local religious-magic institutions and assumes greater autonomy.

679. Why Labor Leaves the Land: A Comparative Study of the Movement of Labor Out of Agriculture, Geneva: I. L. O., 1960

680. Williams, T. David, "Wastage Rates and Teacher Quality in Guatemalan Primary Schools," Comparative Education Review, 9 (1), February, 1965, pp. 46-52.

An examination of wastage rates in Guatemala points significantly to the fact that wastage is highest where the teacher qualification level is lowest. Though wastage rates are high in all rural areas, the study shows that rural areas in which less than one-third of all teachers are qualified have a significantly higher wastage rate than those rural areas in which over one-third of the teaching force is qualified.

681. Wilson, Godfrey and Monica, The Analysis of Social Change Based on Observations in Central Africa, Cambridge, England: The University Press, 1945

An analysis of Central African society, with particular reference to Tanganyika, Nyasaland and Northern Rhodesia, which arrives at a systematic although tentative theory of society. The theory is build on the following premises:

a) That society is a junction of interrelated parts, all tending towards equilibrium.

b) That in each society there are three material elements, three religious elements and three structural forms.

c) That the characteristic which most generally differentiates societies is scale.

d) That present disequilibrium is due to the disporportionate increase in scale of the material elements.

682. Wilson, John, Education and Changing West African Culture, New York: Teachers College, Columbia University, 1963

683. Wolf, Charles, Jr., "The Political Effects of Economic Programs: Some Indications from Latin America," Economic Development and Cultural Change, 14 (1), October, 1965, pp. 1-20

Using political and economic data for Latin America covering the period 1950-1960 the statistical relationships between various economic indicators and a) political development level, and b) political change are considered. It is found that there is a fairly strong relationship between economic development and political development but little relationship between economic development and political change. The possible implications of these findings are given some attention.

684. Wolf, Chas., Jr., and Sidney C. Sufrin, Capital Formation and Foreign Investment in Underdeveloped Areas, Syracuse, N. Y.: Syracuse University Press, 1958

Writing with the declared purpose of linking current research in this field with recent, current and future program efforts, Sufrin analyzes the role of capital formation in economic development. The emphasis is on the problems of applying theories of capital formation satisfactory in the West to the varied group of nations that compose the underdeveloped areas. Important consideration is given to the non-economic aspects that distinguish the underdeveloped nations from the West and from one another. Fifty-three pages of annotated bibliography including three pages of research projects underway at time of compilation are included.

685. Wolf, Eric, "Aspects of Group Relations in a Complex Society: Mexico," American Anthropologist, 58, 1956

686. Wolf, Eric, "Closed Corporate Peasant Communities in Mesoamerica and Central Java," Southwestern Journal of Anthropology, 13, 1957

In discussing the organization of peasant groups into closed, corporate communities, the author concludes that even in such historically and geographically separated areas as Mesoamerica and Central Java this type of cultural configuration has marked similarities. In both, he sees the closed corporate peasant community as a means of equalizing the life chances and risks of its members . . . a solution necessitated by characteristics of the larger society.

687. Wolf, Eric, "Types of Latin American Peasantry: A Preliminary Discussion," American Anthropologist, 57 (3), 1955

The author suggests a tentative typology of peasant groups in Latin America. The first type discussed is that of certain groups in the highlands of Latin America. This type comprises peasants who practice intensive cultivation which covers subsistence needs and must also allow for the sale of some produce to buy goods not produced in that community. Type two is formed of peasant groups found in humid low highlands and tropical lowlands who regularly sell a cash crop of between 50% and 75% of their total production. He also lists five other possible types as areas for further research.

688. Wolf, Kathleen, "Growing Up and Its Price in Three Puerto Rican Subcultures," Psychiatry, XV (4), 1952, pp. 401-433

The contrasting ways in which children grow up in three different class groups in Puerto Rico are described and analyzed. The relationship between socio-economic situation and child-rearing practices, and the influence of these practices on subsequent personality development are discussed. Education is seen to have a different function in each of the three sub-cultures studied.

689. World Communications: Press, Radio, Film, Television, Paris: UNESCO - Division of Free Flow of Information, Dept. of Mass Communication, 1964

Assessment of world facilities for conveying information and ideas. Data on member countries listed separately by country as well as composite tables.

690. World Health Organization, Epidemiological and Vital Statistics Report, Geneva: 1947-date (monthly)

Contains statistics pertaining to health and vital statistics on a world-wide basis. Useful for constructing time series of health and welfare variables.

691. World Survey of Education, I, II, and III, Paris and New York: UNESCO, 1955, 1958, and 1961

These are descriptive surveys of the education systems of U. N. member states. Volume I concerns administration, volume II primary education, and volume III secondary education. The structural outline of the educational system, pertinent enrollment and financial data, and brief historical reviews of educational development, are included.

692. The World's Metropolitan Areas, Berkeley: University of California Press, 1959

Attempting to meliorate the statistical and conceptual anomalies created by viewing urbanization in terms of arbitrary city boundaries, the concept of a "metropolitan area," including a core city and smaller contiguous or closely associated population clusters is advanced in this initial publication of the International Urban Research Center at Berkeley. All metropolitan areas with a population of more than 100,000 are listed by continent and country, giving population figures for the last census available before 1954 for each unit. A brief discussion of problems involved in the delimitation of urban populations and of procedures used by IUR is included.

693. Woytinsky, W. S. and E. S., *World Commerce and Governments*, New York: Twentieth Century Fund, 1955

A collection of data, worldwide in scope, concentrating on trade and government.

694. Woytinsky, W. S. and E. S., *World Population and Production*, New York: Twentieth Century Fund, 1953

A vast statistical compendium of the resources and world economic forces and trends. A detailed systhesis of worldwide problems and issues. The five parts are titled:

1. Man and his environment
2. World needs and resources
3. Agriculture
4. Energy and mining
5. Manufactures.

695. Wrong, Dennis H., *Population and Society*, New York: Random House, 1962 (2nd edition)

696. Yates, Barbara A., "A Bibliography on Special Problems in Education in Tropical Africa," *Comparative Education Review*, 8 (3), December, 1964, pp. 307-319

Approximately 100 selections, more of interest to the general reader than the Africa area specialist, are annotated. These are organized relative to a number of special problems, such as the role of education in modernization, technical education, education of women, etc. A final section contains an annotated list of periodicals devoted primarily to African education.

697. Yates, Barbara A., "Education Policy and Practice in Tropical Africa: A General Bibliography," *Comparative Education Review*, 8 (2), October, 1964, pp. 215-228

698. Yaukey, David, *Fertility Differences in a Modernizing Country*, Princeton: Princeton University Press, 1961

A study of differential fertility in Lebanon, in both rural and urban areas. Some educational variables are considered.

699. *Yearbook of International Organizations*, Brussels: Union of International Associations, annual

700. *Yearbook of International Trade Statistics*, United Nations, annual

701. Young, Frank W., *Initiation Ceremonies*, New York: Bobbs-Merrill Company, Inc., 1965

A cross-cultural study of the meaning of initiation ceremonies. Scalogram analysis is used extensively. Chapter 3, "Method of Study," provides a particularly useful discussion of some of the important problems in cross-cultural methodology.

702. Young, Frank W., "Location and Reputation in a Mexican Intervillage Network," Human Organization, 23 (1), Spring, 1964

The paper focuses on the interaction of two networks of community structure -- social location or contact, and reputation -- within the intervillage system. A sociometric model, similar to that used with individuals, is made use of. The author notes that the status of any social system is a function of its interrelations with other systems; and suggests additional intervillage networks which might be similarly studied.

703. Young, Frank W. and Ruth C., "The Sequence and Direction of Community Growth: A Cross-Cultural Generalization," Rural Sociology, 27 (4), December, 1962

Two Guttman scales of community institutional development, one using data from 24 Mexican villages, the other using a world-wide sample of villages, are compared. It is concluded that small communities follow a unidimensional sequence of growth toward greater articulation with the modern national society. Three phases of such development seem to be apparent: development of local autonomy; traditional representative contacts with the outside world; and interpenetration of the national and local institutional systems. A theoretical basis for these findings is proposed.

704. Young, Frank W. and Ruth C., "Social Integration and Change in Twenty-Four Mexican Villages," Economic Development and Cultural Change, VIII (4), July, 1960, pp. 366-377

Twenty-four Mexican villages, all within a zone of influence of a relatively new (1950) factory center, were studied to ascertain the determinants of social change. Two types of change, absolute and relative (position vis-a-vis neighboring communities) were considered. The determinants of the former were degree of institutionalization, urban life-style, and community cohesion, while the latter was determined only by cohesion. The implication of the findings for a general theory of social change is discussed.

705. Young, Ruth C., and Jose A. Moreno, "Economic Development and Social Rigidity: A Comparative Study of the Forty-Eight States," Cornell University (mimeo)

Study designed to test the hypothesis that in social systems with similar levels of industrialization, a flexible or open society will tend to have a more flexible economic structure. A flexible political structure is also posited as closely related to social flexibility. Guttman scales of social fluidity and political competitiveness are developed and related to various measures of economic flexibility and development, so as to verify the hypotheses.

706. Yuan, D. Y., and Edward G. Stockwell, "The Rural-Urban Continuum: A Case Study of Taiwan," *Rural Sociology*, 29 (3), September, 1964, pp. 247-260

This study uses a rural-urban continuum constructed for Taiwan. It examines the relationship of eight selected socio-demographic characteristics defining "urbanism" on the continuum. Since the rural-urban continuum concept had been heretofore considered applicable to highly-developed nations, it is interesting to note that the concept seems equally valid in less-developed areas. The authors advocate that future work in classifying communities along such a continuum should utilize both population size and administrative type.